

# Memorandum

**To:** General Faculty

**Date:** November 8, 2010

**Regarding:** Agenda, Faculty Senate Meeting, November 12, 2010 at 3:00 pm TLC  
1-303

The agenda for the November 12, 2010 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the October 8, 2010 meeting ([See Addendum I](#))
4. Committee Reports

**Committee I: Undergraduate Academic Programs (Chair, Tami Ogletree)**

**Action Items:** ([See Addendum II](#))

A) College of Arts and Sciences

1) Department of English and Philosophy

a) Program - Minor in Creative Writing

Request: Modify

Action: Approved

2) Department of Geosciences

a) Course: GEOG 4900 Dendrochronology

Request: Add

Action: Approved

3) Department of History

a) Course: HIST 4423 Women and Gender in the Ancient World

Request: Add

Action: Approved

b) Course: HIST 4432 The Roman Republic

Request: Add

Action: Approved

c) Course: HIST 4462 American Politics since 1933

Request: Add

Action: Approved

- 4) Political Science and Planning
  - a) Course: POLS 4462 American Politics since 1933  
Request: Add  
Action: Approved
  
- B) College of Education
  - 1) Special Education and Speech Language Pathology
    - a) Course: SLPA 4786 Internship  
Request: Delete  
Action: Approved
  
    - b) Course: SLPA 4787 Internship  
Request: Delete  
Action: Approved
  
    - c) Course: SLPA 4788 Internship  
Request: Delete  
Action: Approved
  
    - d) Course: SLPA 4789 Student Teaching Seminar  
Request: Delete  
Action: Approved
  
    - e) Course: SLPA 3701 Introduction to Communication Disorders  
Request:  
Action: Approved
  
    - f) Course: SPED 2704 Foundations of Special Education  
Request: Delete  
Action: Approved
  
    - g) Course: SPED 2706 Intro to Special Education  
Request: Delete  
Action: Approved
  
    - h) Course: SPED 3706 Lang & Comm w/disabled Children  
Request: Delete  
Action: Approved
  
    - i) Course: SPED 3708 Medical Aspects/Assistive Tech  
Request: Delete  
Action: Approved
  
    - j) Course: SPED 3712 Characteristics of Mental Retardation  
Request: Delete  
Action: Approved
  
    - k) Course: SPED 4706 Collaboration in School Settings  
Request: Delete  
Action: Approved

- l) Course: SPED 4752 Pract. III Mod/Sev/Prfnd MR  
Request: Delete  
Action: Approved
  - m) Course: SPED 4762 Curr & Meth-Mod/Sev/Prfnd MR  
Request: Delete  
Action: Approved
  - n) Course: SPED 4787 Student Teaching  
Request: Delete  
Action: Approved
  - o) Course: SPED 4788 Student Teaching  
Request: Delete  
Action: Approved
- C) Richards College of Business
- 1) Department of Management
    - a) Course: CISM-3385: Special Tpcs in Mgnt Info Syst  
Request: Delete  
Action: Approved
- D) General Education Subcommittee:
- a) Revised Learning Outcomes ([Addendum III](#))
  - b) Proposed Course Overlays ([Addendum IV](#))

**Information Items:**

- A) College of Arts and Sciences
- 1) Department of Foreign and Literatures
    - a) Course: FREN 4310 Francophone Civilization and Culture  
Request: Modify  
Action Approved
  - 2) Department of History
    - a) Course: HIST 1111 Survey World Hist/Civ I to 1500  
Request: Modify  
Action: Approved
    - b) Course: HIST 1112 Survey World Hist/Civ II  
Request: Modify  
Action: Approved
    - c) Course: HIST 2111 US Hist I (to 1865)  
Request: Modify  
Action: Approved

- d) Course: HIST 2112 US Hist II (since 1865)  
Request: Modify  
Action: Approved
- B) Richards College of Business
  - 1) Department of Management
    - a) Course: CISM-4390: Information Systems Topics  
Request: Modify  
Action: Approved
- C) School of Nursing
  - a) Course: NURS 4545 Nursing Leadership in Healthcare  
Request: Modify  
Action: Approved

**Committee II: Academic Policies and Procedures (Chair, Farooq Khan)**

**Action Item:** (See Addendum V)

Whereas the FS-APP committee has responded to a request from the provost to review possible changes to the Academic Calendar, and

Whereas the FS-APP committee has conducted survey of faculty preferences regarding various calendar options, and

Whereas the survey reveals strong faculty preference for one of those options,

Therefore be it resolved that the Faculty Senate recommends to the Provost that a four-year rolling calendar be created which follows the formula most preferred in the faculty survey.

**Committee IX: Graduate Studies (Chair, David Jenks)**

**Action Items:** (See Addendum VI)

- A) College of Arts and Sciences
  - 1) Department of History
    - a) Course: HIST 5423 – Women and Gender in the Ancient World  
Request: Add  
Action: Approved
    - b) Course: HIST 5432 – The Roman Republic  
Request: Add  
Action: Approved
    - c) Course: HIST 5462 – American Politics since 1933  
Request: Add  
Action: Approved
  - 2) Department of Political Science
    - a) Course: POLS 5462 – American Politics since 1933  
Request: Add  
Action: Approved

- A) College of Education
  - 1) Department of Curriculum and Instruction
    - a) Course: SEED 7220 – Introduction to the Profession  
Request: Add  
Action: Approved
    - b) Course: SEED 7289 – Teaching Internship Seminar  
Request: Add  
Action: Approved
    - c) Course: SEED 7291 – Instruction and Management in the Classroom  
Request: Add  
Action: Approved
    - d) Course: SEED 7291L – Instruction and Management in the Classroom  
Request: Add  
Action: Approved
  - 2) Department of Special Education and Speech Language
    - a) Course: SPED 6785 – Special Topics in Special Education  
Request: Delete  
Action: Approved

**Information Items:**

- A) College of Education
  - 1) Curriculum and Instruction
    - a) Policy Change – Ed.S. in Early Childhood Education  
Early Childhood Education Faculty members would like to request a change in policy which would allow graduate students admitted into the Ed.S. program in ECED to transfer in up to six (6) hours of graduate credit from an accredited institution.
  - 2) Media and Instructional Technology
    - a) Course: MEDT 6461 – Admin of School Media Center  
Request: Modify  
Action: Approved
    - b) Course: MEDT 6463 - Cataloging  
Request: Modify  
Action: Approved
    - c) Course: MEDT 7474 – Online Reference Sources and Services  
Request: Modify  
Action: Approved
    - d) Course: MEDT 7477 – Technology for Media Services  
Request: Modify  
Action: Approved
    - e) Course: MEDT 7478 – Automating School Media Center  
Request: Modify

Action: Approved

- f) Course: MEDT 7487 – Practicum  
Request: Modify  
Action: Approved

**Committee XIII: Rules Committee (Chair, Chris Aanstoos)**

**Action items: (See Addendum VII)**

Proposal for clarification of the definition of “faculty” to “voting members of the general faculty” for purposes of eligibility to serve on the Senate and for the basis of the representative apportionment of senators.

**Information Items:**

- A) Consultative role of the faculty in the shared governance of the university  
(See Addendum VIII)
- B) Allocation of Senators (See Addendum IX)
- 5. Old Business
- 6. New Business
- 7. Announcements
- 8. Adjournment

# **Addendum I**

**University of West Georgia  
Faculty Senate Meeting  
Draft**

**October 8, 2010**

**1. Call to Order**

The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. The meeting was called to order by Chair Chris Huff at 3:06 p.m.

**2. Roll Call**

*Present:* Aanstoos, Barnhart, Baumstark, Baylen, Boldt (substitute for Austin), Bucholz, Carter, Cook, Cox, Crean, Deng, de Nie, Donohoe, Gordon, Hasbun, Hatfield, Hodges, Hooper, Jackson, Jenks, Kang, Khan, Kilpatrick (substitute for Anderson), Mbaye, Ogletree, Packard (substitute for Morris), Payne, Penco, Ringlaben, Rollins, Rutledge, Smith, Williard.

*Absent:* Austin, Anderson, Ashford, Burton, Chowns, Lane, Morris, Thomas.

**3. Approval of the Minutes**

The minutes of the September 10, 2010 meeting of the Faculty Senate were approved by voice vote with no objection.

**4. Information Item**

Senate voted to amend the agenda moving the Branding Presentation to the beginning of the meeting.

As an information item, University Advancement presented an overview of the UWG Branding Campaign objectives and themes. This campaign is to take place over the next three (3) years.

**5. Committee Reports**

**Committee I: Undergraduate Academic Programs (Tami Ogletree, Chair)**

The following action items were presented by Tami Ogletree:

A.1.a. To modify program (modifications 5-8) in Geosciences.  
The motion was approved by voice vote.

A.2.a. To add Computational Track to BS in Mathematics.  
The motion was approved by voice vote.



A.2.b. To add Applied Discrete Track to BS in Mathematics.  
The motion was approved by voice vote.

A.2.c. To modify the BS in Mathematics combining Statistics Track and Actuarial Science Track.  
The motion was approved by voice vote.

A.2.d. To modify the BS in Mathematics changing Traditional Track.  
The motion was approved by voice vote.

A.2.e. To modify prerequisites for MATH 3003—Transition to Advanced Math.  
The motion was approved by voice vote.

B.1.a. To modify the International Business Certificate requiring that a minimum of one course (3 hours) of the certificate coursework be taken as part of a study abroad program.  
The motion was approved by voice vote.

B.1.b. To modify the Minor in Business Administration.  
The motion was approved by voice vote.

B.1.c. To add ACCT 3241—Fraud Examination.  
The motion was approved by voice vote.

B.1.d. To modify ACCT 4242—Strategic Information Systems.  
The motion was approved by voice vote.

C.1.a. Suspension of Dalton site of the RN-BSN Program.  
The motion was approved by voice vote.

#### D) General Education Subcommittee:

The General Education Subcommittee proposed revisions to outcome statements for the Core Curriculum in order to facilitate the assessment of outcomes.

Motion was made to separate the learning outcomes to be assessed from the proposal for Core Area D that changes the distribution of required course requirements. Motion was seconded.

Motion failed (12 in favor; 16 opposed)

Senate voted to send the proposal back to UAPC and the General Education Subcommittee to address concerns about the changes to Core Area D and its impact on various programs of study.

#### **Committee IX: Graduate Studies (David Jenks, Chair)**

Action items for Committee IX were presented by David Jenks.

A.1.a. To modify the Ed.D in School Improvement  
The motion was approved by voice vote.

Motion carried with 19 affirmative votes and 5 opposed.

B.1.a. To delete SPED 7760  
The motion was approved by voice vote.

**Committee XIII: Rules Committee (Chris Aanstoos, Chair)**

The following action item was presented by Chris Aanstoos.

Motion: That all currently serving Senators from COAS, regardless of the date their terms were originally set to expire, shall continue to serve as a senator through the end of the 2010-2011 academic year, at which time their term shall be considered to be complete, and their office subject to the Spring election cycle, according to whatever procedures shall thereby be in place to govern such election.

The motion was approved by voice vote.

Having no Old Business, New Business, or Announcements the meeting was adjourned at 4:45 p.m. without objection.

# **Addendum II**

## Course or Program Addition, Deletion or Modification Request

Department: English and Philosophy

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix \_\_\_\_\_ Course \_\_\_\_\_ Title Minor in Creative Writing Hours: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Lecture/Lab/Total

<b>Action</b>		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other		

<b>Credit</b>	
<input checked="" type="checkbox"/> Undergraduate	
<input type="checkbox"/> Graduate	
<input type="checkbox"/> Other*	
*Variable credit must be explained	

<b>Frequency</b>	
<input checked="" type="checkbox"/> Every Term	
<input type="checkbox"/> Yearly	
<input type="checkbox"/> Other	

**Rationale:** To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate       Library resources need enhancement

**Proposed Course Catalog Listing:** (For new courses or for modification)

Prefix \_\_\_\_\_ Course \_\_\_\_\_ Title \_\_\_\_\_ Hours: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Lecture/Lab/Total

**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

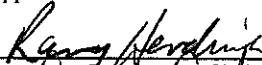
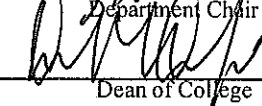
Courses counting toward the completion of the minor must be passed with a grade of "C" or better.

Prerequisite(s) \_\_\_\_\_

**Present or Projected Enrollment:** (Students per year) \_\_\_\_\_ Effective Date\*: \_\_\_\_\_ / \_\_\_\_\_  
\*For a new course, one full term must pass between approval and effective date. Term/Year


Grading System:       Letter Grade       Pass/Fail       Other

Approval:

	<u>9/29/10</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>10/11/10</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) \_\_\_\_\_ Date \_\_\_\_\_

**Final Approval:** Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>10-26-10</u>		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

## Modification of Creative Writing Minor

**Rational for Proposed Program Change:** Proposed changes will bring the Minor minimum grade requirements in line with the Department's Major. These changes are supported by annual assessment by Creative Writing Program Faculty, the Curriculum Committee, and department faculty.

Proposed Program Change:

1. Classes counting toward the completion of the Minor in Creative Writing must be passed with a grade of "C" or better. The courses required for the minor are: ENGL 2060, ENGL 3200, ENGL 4106, ENGL 4210, XIDS 2100—The Creative Process, and any 3-4000 level course in ANTH, ART, ENGL, FLL, COMM, PHIL, PSYCH, SOCI or THEA.

## Course Update Request (Add, Delete, Modify)

## Originator

Geosciences  
DepartmentCollege of Arts and Sciences  
CollegeDeWeese, Georgina  
Originator

## Action

 Add  Modify  Delete

## Modifications

 Prerequisites  Description  Title  Credit  See Comments

## Course Details

GEOG 4900 Dendrochronology  
Prefix Number Course Title

**COURSE DESCRIPTION:** Dendrochronology is one of the most versatile disciplines in the physical and cultural sciences. The science uses tree rings that are dated to their exact year of formation to analyze the temporal and spatial patterns of processes in the physical and cultural sciences. The science takes advantage of the fact that trees are nature's ultimate environmental monitoring stations. They are immobile, they assimilate events in the environment, they have their own special language, and they can't lie (although sometimes they make searching for the truth quite challenging). In this course, you'll learn how to read the language of trees and how to use this information to learn about past and present environmental processes that may shed light on your particular research questions.

Course Catalog Description

3	2	4	Spring - 2011	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

## Prerequisites

GEOG 1112 and GEOG 1113

## Corequisites

## Rationale

**LEARNING OUTCOMES:** Upon completion of this course, students should be able to: ? Understand the science of Dendrochronology and its history, ? Understand basic tree physiology, ? Know the principles of Dendrochronology, ? Demonstrate proper field techniques and collection of dendrochronological samples, ? Understand the many uses of dendrochronologic research, ? Apply qualitative and quantitative analyses to dendrochronologic data, ? Demonstrate basic tree identification skills

## Planning Info

 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 18

## Comments

 TEAC Approval Required

## College Approvals

Hollabaugh, Curtis L. (Dr.) [ APPROVED ]  
Chair, Course DepartmentOverfield, Denise [ APPROVED ]  
Associate Dean, College of Arts and Sciences

## Cross Listing Approvals

N/A  
Chair, Cross Listed DepartmentN/A  
Associate Dean, Cross Listed College

## Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs CommitteeN/A  
Chair, TEAC

## FINAL APPROVAL

Aldrich, Michael [ REQUIRED ]  
Chair, Faculty Senate

## GEOGRAPHY 4900: INTRODUCTION TO DENDROCHRONOLOGY

**Instructor:** Dr. Georgina DeWeese  
**Lecture:** Monday Wednesday Friday, 10:00–10:50am  
**Lab:** Monday, 1:00–2:50pm  
**Location:** 245 Callaway Annex  
**Office Hours:** 1100-noon TTh; 100-200 W; or by appointment  
**Office:** 250 Callaway Annex  
**Phone:** 678-839-4065  
**E-mail:** [gdeweese@westga.edu](mailto:gdeweese@westga.edu)  
**Website:** [www.westga.edu/~gdeweese](http://www.westga.edu/~gdeweese)  
**Text Books:** *An Introduction to Tree-Ring Dating*, by Marvin A. Stokes and Terah L. Smiley  
*Fundamentals of Tree-Ring Research*, by James H. Speer

**COURSE DESCRIPTION:** Dendrochronology is one of the most versatile disciplines in the physical and cultural sciences. The science uses tree rings that are dated to their exact year of formation to analyze the temporal and spatial patterns of processes in the physical and cultural sciences. The science takes advantage of the fact that trees are nature's ultimate environmental monitoring stations. They are immobile, they assimilate events in the environment, they have their own special language, and they can't lie (although sometimes they make searching for the "truth" quite challenging). In this course, you'll learn how to read the language of trees and how to use this information to learn about past and present environmental processes that may shed light on your particular research questions.

**LEARNING OUTCOMES:** Upon completion of this course, students should be able to:

- Understand the science of Dendrochronology and its history,
- Understand basic tree physiology,
- Know the principles of Dendrochronology,
- Demonstrate proper field techniques and collection of dendrochronological samples,
- Understand the many uses of dendrochronologic research,
- Apply qualitative and quantitative analyses to dendrochronologic data,
- Demonstrate basic tree identification skills

**LABORATORIES:** Lab assignments are graded using a 10-point scale. The labs are designed to be completed during the lab period and handed in at the end of the lab class.

**GRADING AND EXAMINATIONS:** Exams are given during class time. None of the exams are cumulative. The exams will consist of short answer and short essay questions. No makeup exams will be given for any reason. Content from the labs can also be expected on the exams, although these will only be in the form of short essays.

A = 100–89.50%	Exam 1: 100 pts
B = 89.49–79.50%	Exam 2: 100 pts
C = 79.49–69.50%	Exam 3: 100 pts
D = 69.49–59.51%	Labs: 110 pts
F = anything below 59.51%	Term Paper: 100 pts <u>Attendance: 40 points</u> Total: 550 pts

The **final exam** will be held in our regular class room on **Wednesday, May 6<sup>th</sup>, 8-10am**. If you miss the final exam due to an approved medical or university-related reason, it is your responsibility to contact me by 5:00 PM that day to arrange for a makeup. Exam make-ups will only be given for medical absences or for other absences specifically and individually approved by the instructor. Students will not be permitted to do extra work or resubmit work to improve their course grade either during or after completion of the course.

**TERM PAPER OR RESEARCH PROJECT:** Undergraduate students are required to complete and turn in a term paper that involves your writing about a particular subject in dendrochronology. Undergraduate students may work together in a team of two students.

Graduate students are required to conduct an original research project that answers a relevant research hypothesis and uses techniques and methods taught in this course.

*Note: all students must check with me so that I can approve the topic prior to beginning the paper or project. See the end of this syllabus for more information on the term paper. The paper/project is required for this course. Failure to turn in your paper at the end of this course will result in a grade of "F" being assigned for the course.*

**FINAL TERM PAPER:** The paper must be (1) 4–5 pages of text for undergraduate students or (2) 7–10 pages of text for graduate students of double-spaced text (which can include tables and figures). This paper should be well-written, with clear wording, absolutely no misspellings, and correct grammar and punctuation. You should proofread your paper *several times* before turning it in.

You must format your paper according to these standard rules. Failure to adhere to these rules will result in points being deducted:

1. paper must have a **title page** with all the vital information (make this look professional)
2. a 200 word **abstract** that summarizes your paper is required
3. you must use **headings and subheadings** to help the organization of your paper
4. **margins** should be 1-inch on all four sides
5. 12-point **Times Roman font** must be used
6. **no page justification** should be used (ragged right margins, like this syllabus)
7. **page numbers** must be seen on every page
8. **italics** must be used for foreign words and titles of books and journals
9. **cite original references** in the body of your paper as (Grissino-Mayer and Butler 1993)
10. Note: please cite references with **three or more authors** as (Grissino-Mayer *et al.* 2004), and be sure to list all others in the Citation section at the end of your paper.

You must use in-text citations throughout the body of your paper, or else this can be construed as plagiarism. You must have used at least 10 references when compiling information for your paper, and these must be listed in your citation section at the end of the paper. Although the web provides easy access to information, you should know that this material is not considered appropriate for scientific studies. Your reference material should come from the peer-reviewed literature, i.e. scientific periodicals and books. Do not, under any circumstance, use web pages as your reference material for your term paper or project.

The references in your bibliography must use the following format, and be in alphabetical order. Failure to adhere to these formatting rules will result in major point deductions:

**Journal article:**

Grissino-Mayer, H.D., and D.R. Butler. 1993. Effects of climate on growth of shortleaf pine (*Pinus echinata* Mill.) in northern Georgia: a dendroclimatic study. *Southeastern Geographer* 33(1): 65–81.



**Book:**

Fritts, H.C. 1976. *Tree Rings and Climate*. Academic Press, New York. 567 pp.

**Section or Chapter in an Edited Book:**

Grissino-Mayer, H.D., and H.C. Fritts. 1995. Dendroclimatology and dendroecology in the Pinaleño Mountains. In: C.A. Istock and R.S. Hoffman, eds., *Storm over a Mountain Island: Conservation Biology and the Mt. Graham Affair*. University of Arizona Press, Tucson: 100–120.

*Graduate Students:* Papers for projects must have the following sections. Failure to include these sections will result in points being deducted:

1. an **introduction** section introducing the reader to the problem
2. a **site description** that gives information about your study area
3. a **methods** section that summarizes the various methods used
4. a **results** section that summarizes your important findings (tabular and graphically)
5. a **discussion** section that provides in-depth analysis concerning the meaning of your results
6. a **citation** section providing full bibliographic information

**Due Dates:** A detailed outline of your paper is due on **February 13**. This outline will count 10% of the total grade for the paper. Your final paper is due on **April 20**. The other 90% breaks down as follows: Content (50%), Clarity (30%), and Organization (10%). *Do not wait until the last minute to do this paper.* You must plan ahead.

**OTHER STUFF: (1) No extra-credit:** Students will not be permitted to do extra work or resubmit work to improve their course grade either during or after completion of the course.

**(2) Disability Statement:** If you require course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact the Office of Disability Services. It is the student’s responsibility to alert the instructor and teaching assistants of documented special needs.

**(3) Cheating:** If you are caught cheating on an exam, you will receive a 0 for that exam. Cheating on writing assignments includes copying or turning in someone else’s work and will also result in a 0 for that assignment.

LECTURE SCHEDULE		TOPIC	LABORATORY ASSIGNMENT
Wed	Jan 7	Course Mechanics and Introduction	
Fri	Jan 9	Introduction to Tree Rings	
Mon	Jan 12	Introduction to Tree-Ring Dating	Lab 1: Basics of Tree Rings
Wed	Jan 14	Early History and A.E. Douglass	
Fri	Jan 16	More History	
Mon	Jan 19	No class	
Wed	Jan 21	Botanical Foundations I	
Fri	Jan 23	Botanical Foundations II	
Mon	Jan 26	Botanical Foundations III	Lab 2: Introduction to Crossdating
Wed	Jan 28	Basic Principles I	
Fri	Jan 30	Basic Principles II	
Mon	Feb 2	Basic Principles III	Lab 3: Pattern Recognition
Wed	Feb 4	Crossdating	
Fri	Feb 6	Exam I	
Mon	Feb 9	Crossdating – Visual and Graphical	Lab 4: Basic Skeleton Plots

Wed	Feb 11	Crossdating – Statistical	
Fri	Feb 13	Field Methods	
Mon	Feb 16	Field Methods	Lab 5: Basic Skeleton Plots
Wed	Feb 18	Measurement	
Fri	Feb 20	Measurement	
Mon	Feb 23	Standardization	Lab 6: Intermediate Skeleton Plots
Wed	Feb 25	Climatic Analysis	
Fri	Feb 27	Climatic Analysis I – Introduction	
Mon	Mar 2	Climatic Analysis II – Variables	Lab 7: Intermediate Skeleton Plots
Wed	Mar 4	Climatic Analysis III – Techniques	
Fri	Mar 6	Climatic Analysis III – Techniques	
Mon	Mar 9	Climatic Analysis IV – Reconstruction	
Wed	Mar 11	Applications: Climate Reconstructions	
Fri	Mar 13	Exam 2	
Mon	Mar 16	Spring Break	
Wed	Mar 18	Spring Break	
Fri	Mar 20	Spring Break	
Mon	Mar 23	Applications: Archaeology	Lab 8: Advanced Skeleton Plots
Wed	Mar 25	Applications: Archaeology	
Fri	Mar 27	Applications: Insect Studies	
Mon	Mar 30	Applications: Insect Studies	Lab 9: Advanced Skeleton Plots
Wed	Apr 1	Applications: Fire History Introduction	
Fri	Apr 3	Applications: Fire History Introduction	
Mon	Apr 6	Applications: Fire History Reconstruction	Lab 10: Creating Master Plots
Wed	Apr 8	Applications: Stand Dynamics	
Fri	Apr 10	Applications: Air and Water Pollution	
Mon	Apr 13	Applications: Volcanology	
Wed	Apr 15	Applications: Glaciology	
Fri	Apr 17	Applications: Hydrology	
Mon	Apr 20	Applications: Geomorphology	
Wed	Apr 22	Applications: Seismology	
Fri	Apr 24	COFECHA	
Mon	Apr 27	Campus Field Trip	Lab 11: Campus Field Trip
Wed	Apr 29	Campus Field Trip	
Wed	May 6	Final Exam (3) 8-10 am	

### Course Update Request (Add, Delete, Modify)

**Originator**

History Department	College of Arts and Sciences College	Popov-Reynolds, Nadejda Originator
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**Action**
 Add    Modify    Delete

**Modifications**
 Prerequisites    Description    Title    Credit    See Comments

**Course Details**

HIST	4423	Women and Gender in the Ancient World
Prefix	Number	Course Title

This course aims to introduce students to the roles of women of all social classes in different periods of Ancient Greece and Rome, as well as the problems of studying women's history in the Greco-Roman world. The course will combine a chronological approach with a thematic one, as each week will focus on women's roles and participation in a specific period and/or sphere of activity, such as religion, politics, the dramatic stage, the family and household, and law.

**Course Catalog Description**

3	0	3	Fall - 2011	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

3 credits global history, 3 credits U.S. history, or permission

**Corequisites**
**Rationale**

I am a new hire, and there are currently no courses in my field in the catalog. History majors have been asking for ancient history courses for the past few years. Furthermore, the topic of this particular class is bound to appeal to non-majors. In fact, when I taught this course at another university, it was filled beyond capacity, and almost half the students in the class were not history majors, but were taking it because of personal interest. Finally, the course would help the History department to diversify its offerings in areas outside American history.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

**Comments**

I have been ordering books in this area for the library, and the resources are currently adequate to support the course.

 TEAC Approval Required

**College Approvals**

Goodson, Howard (Dr.) [ APPROVED ]  
Chair, Course Department

Overfield, Denise [ APPROVED ]  
Associate Dean, College of Arts and Sciences

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]  
Chair, Faculty Senate

## HIST 4423: Women and Gender in the Ancient World

**Instructor:** Dr. Popov-Reynolds ([npopov@westga.edu](mailto:npopov@westga.edu))

**Office hours:** MTWTh 2:00-4:00PM, and by appointment

**Office location:** TLC 3221 (Office phone #: 678-839-5370)

You are always welcome to drop by my office, even outside of office hours, but I recommend calling in advance, to make sure that I am in.

**Course Description:** This course aims to introduce students to the roles of women of all social classes in different periods of Ancient Greece and Rome, as well as the problems of studying women's history in the Greco-Roman world. The course will combine a chronological approach with a thematic one, as each week will focus on women's roles and participation in a specific period and/or sphere of activity, such as religion, politics, the dramatic stage, the family and household, and law.

Some of the questions we will consider are:

1. What are the benefits, as well as the predicaments, of studying women's history as a separate field?
2. How can we get an accurate picture of women's history in a period where men are the authors of the vast majority of sources?
3. What role(s) do women play in everyday life and in the political realm in different periods of Greek and Roman history?
4. How are women affected by the political systems in different periods of Greece and Rome? For instance, how and why does women's life differ under a democracy versus an oligarchy, or under a Republic versus an Empire?
5. What are the attitudes towards women in Greek and Roman law?
6. How are women's bodies and ailments perceived in ancient medical texts? What do the attitudes towards women in ancient medicine tell us about the overall societal perceptions?
7. What types of women are praised and set up as role models in different periods and locations? What types of women are blamed and set up as villains or anti-heroines?

### **Learning Outcomes:**

Students who successfully complete this course will demonstrate the following:

1. An appreciation of the contributions of women to Greek and Roman history, and an understanding of the status and social roles of women in different periods of Ancient Greece and Rome
2. A familiarity with the most important primary sources available for the study of women in the ancient world
3. A familiarity with some of the most influential theoretical approaches used to study women's history in antiquity and today
4. An ability to analyze primary and secondary sources critically both orally and in writing, and to cite them correctly in papers and essays
5. A familiarity with the tools available for research in Ancient History

6. An ability to formulate an important research topic, and to carry out research on this topic, culminating in an 8-12 page paper

**Books (additional short readings will be posted on CourseDen):**

Elaine Fantham, *Women in the Classical World: Image and Text* (ISBN: 0195098625)

Mary Lefkowitz, *Women's Life in Greece and Rome: A Source Book in Translation* (ISBN: 0801883105)

Aristophanes, *Birds and Other Plays* (ISBN: 0199555672)

Ovid, *The Erotic Poems* (ISBN: 0140443606)

**Grading Policies:**

Attendance and participation in class discussions and activities: 10% of final grade

Five Response Papers, 1-2 pages each: 20%

Each student will select five short documents over the course of the term, and will write a response evaluating the depiction of women and gender in the chosen document.

Final Research Paper, 8-12 pages (due at the time of the final exam): 30%

See schedule below for paper progress guidelines.

Midterm Exam: 20%

Identifications, essay, and analysis of previously-unseen document.

Final Exam: 20%

Same format as the midterm.

**N.B. There will be no curve in this course!** Final grades will be assigned according to the following scale, keeping in mind that the University of West Georgia does not recognize +/- grades:

89.49 - 100 = A

79.49 - 89.48 = B

69.49 - 79.48 = C

59.49 - 69.48 = D

< 59.48 = F

**Class Communication:**

Per university policy, all email communications between faculty and students should be limited to the UWG email accounts. I will not respond to emails sent from other accounts. Also in accordance with university policies, I cannot discuss your grade with you over email. I am, however, always happy to discuss your grade with you in person.

**Academic Dishonesty:**

Academic dishonesty on any assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. Academic dishonesty can take many shapes. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>

**Religious Holidays:**

Students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day. If you will miss class (including exams) to celebrate a religious holiday, you must notify me AT LEAST 14 days prior to the holiday so that we can make arrangements for you to make up the assignment. All make-up work must be completed no later than one week after the missed class.

**Classroom Etiquette:**

Please arrive to class on time, and plan to remain in class until the end of the session. Late arrivals and early departures are highly disruptive and distracting, in addition to being rude. When in class, I expect you to pay attention, ask questions if anything is unclear, and participate in class discussions. Please refrain from emailing or text-messaging during class, talking to your neighbors, or doing your nails/makeup/hair. Finally, please turn off your cell-phones when in class. Few faux-pas in the modern world are as rude and embarrassing as having your cell-phone ring during class. **If your phone rings during class, the instructor reserves the right to answer it for you.**

**Schedule of Assignments, Quizzes, and Exams**

**N.B. All assignments must be completed BEFORE class.**

Date	Lecture Topic	Reading Assignment
Week 1	Introduction: sources and problems; social categories; Assumptions and presuppositions of modern students about ancient women	None In-class reading: Lefkowitz, 10-15 (Men’s words in Women’s literary speeches)
Week 2	Women and Goddesses in Archaic Greece: reconciling praise with blame	Fantham, 10-55; Lefkowitz, 2-7, 23-28; Homer’s <i>Iliad</i> , selections from Books III and VI (on CourseDen); <i>Homeric Hymn to Aphrodite</i> (on CourseDen)
Week 3	Women in Classical Athens: household and law	Fantham, 68-127; Lefkowitz, 55-93; Lysias, On the Murder of Eratosthenes (on CourseDen)
Week 4	Women’s Roles in the family and in the polis	Euripides, <i>Medea</i> ; Sophocles, <i>Antigone</i> ; Fantham, 56-67
Week 5	What if women ran the polis? The evidence of comedy	Fantham, 128-135; Aristophanes, <i>Lysistrata</i> and <i>Assemblywomen</i> ; D. Schaps, “Women of Greece in Wartime” (on CourseDen)
Week 6	Women in the Hellenistic	Fantham, 135-215; Lefkowitz, 225-272; The

	World; Women and Ancient Medicine	Hippocratic Oath (on CourseDen)
Week 7	<b>MIDTERM EXAM</b>	
Week 8	Women's Roles in the Roman Republic; Rural Women in the Ancient World; women's professions	Fantham, 216-277; Lefkowitz, 38-54, 161-162, 94-102, 129-133, 208-224; W. Scheidel, "The Most Silent Women of Greece and Rome: Rural Labour and Women's Life in the Ancient World" parts I and II (on CourseDen)
Week 9	Ovid on Roman Women in the Age of Augustus; Research methods in Ancient History	Fantham, 280-292; Ovid, <i>The Art of Love</i> and <i>Cures for Love</i>
Week 10	Writing workshop and final paper topics meetings	Paper progress guideline: turn in topic
Week 11	Women in Roman Law and Public Life	Fantham, 294-344; Lefkowitz, 102-128 and 142-161 Paper progress guideline: turn in bibliography
Week 12	Women and Religion from Early Greece to Late Antiquity	Fantham, 345-398; Lefkowitz, 273-334 Paper progress guideline: turn in outline
Week 13	Conclusion: Women's History as a field of study	Bassi, "Masculinity in Ancient Greece" (on CourseDen)
Week 14	Final papers writing workshop	Paper progress guideline: turn in draft
TBA	<b>FINAL EXAM</b>	

### Course Update Request (Add, Delete, Modify)

**Originator**

History <small>Department</small>	College of Arts and Sciences <small>College</small>	Popov-Reynolds, Nadejda <small>Originator</small>
--------------------------------------	--------------------------------------------------------	------------------------------------------------------

**Action**
 Add    Modify    Delete

**Modifications**
 Prerequisites    Description    Title    Credit    See Comments

**Course Details**

HIST	4432	The Roman Republic
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>

This course combines a chronological approach with a thematic one, in order to address such topics as evolution of the government system, social conflict, religion, the Roman family, and the Roman army over the course of the Roman Republic from the expulsion of the kings to the assassination of Julius Caesar.

**Course Catalog Description**

3	0	3	Fall - 2011	Other	Letter Grade
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>

**Prerequisites**

3 credits global history, 3 credits U.S. history, or permission

**Corequisites**
**Rationale**

I am a new hire, and at the moment, there are no courses in my field on the catalog. And yet, history majors have been demanding more ancient history for the past few years, indicating that there is a strong interest in all things Greek and Roman. In addition, the topic of the course – Roman Republic -- would appeal to non-majors as well, since it has direct relevance for majors in such fields as Political Science, Philosophy, and English. After all, the effect of the ideal of the Roman Republic on the development of the government system of early America is well-known. Finally, inclusion of more courses on topics outside the US will allow the History program to continue expanding the diversity of its course offerings.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

**Comments**

I have been ordering the necessary books, so the library resources are sufficient to support this course at this time.

 TEAC Approval Required

**College Approvals**

Goodson, Howard (Dr.) [ APPROVED ]  
Chair, Course Department

Overfield, Denise [ APPROVED ]  
Associate Dean, College of Arts and Sciences

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]  
Chair, Faculty Senate



# HIST 4432: The Roman Republic

**Instructor:** Dr. Popov-Reynolds ([npopov@westga.edu](mailto:npopov@westga.edu))

**Office hours:** MTWTh 2:00-4:00PM, and by appointment

**Office location:** TLC 3221 (Office phone #: 678-839-5370)

You are always welcome to drop by my office, even outside of office hours, but I recommend calling in advance, to make sure that I am in.

## Course description:

From the expulsion of the kings in 510 BCE to the death of Julius Caesar in 44 BCE, Rome's government was a Republic. In that period, Rome transformed from a small village on the Tiber to an empire spanning much of the Ancient Mediterranean, and reaching as far east as Britain. How did Rome do it? And how did the Republican system of government contribute to Rome's incredible military success? Also, how did the Roman Republic change over time, to accommodate the growing state? Finally, what were the causes of the fall of the Roman Republic? These are the questions that this class will explore in detail, combining a chronological approach with a thematic one, in order to address such topics as social conflict, religion, the Roman family, and the evolution of the Roman army over the course of the Republic.

Notably, the Roman Republic has experienced a thorough re-evaluation in recent scholarship. Students will be exposed to the most recent research on the Roman Republic as part of their reading assignments for the course.

## Learning Outcomes:

Students who successfully complete this course will demonstrate the following:

1. A familiarity with the key events in the history of the Roman Republic
2. An awareness of the most significant factors responsible for the fall of the Roman Republic
3. An understanding of the most important recent scholarly debates about the Roman Republic
4. An ability to analyze primary and secondary sources critically both orally and in writing, and to cite them correctly in papers and essays
5. A familiarity with the tools available for research in Ancient History
6. An ability to formulate an important research topic, and to carry out research on this topic, culminating in an 8-12 page paper.

## Required Books (additional short readings will be posted on CourseDen):

Sallust, *The Jugurthine War and the Conspiracy of Catiline*

[http://www.amazon.com/Jugurthine-Conspiracy-Catiline-Penguin-](http://www.amazon.com/Jugurthine-Conspiracy-Catiline-Penguin-Classics/dp/0140441328/ref=sr_1_1?s=books&ie=UTF8&qid=1282243431&sr=1-1)

[Classics/dp/0140441328/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1282243431&sr=1-1](http://www.amazon.com/Jugurthine-Conspiracy-Catiline-Penguin-Classics/dp/0140441328/ref=sr_1_1?s=books&ie=UTF8&qid=1282243431&sr=1-1)

Plutarch, *Fall of the Roman Republic*

[http://www.amazon.com/Fall-Roman-Republic-Penguin-](http://www.amazon.com/Fall-Roman-Republic-Penguin-Classics/dp/0140449345/ref=sr_1_1?s=books&ie=UTF8&qid=1282243378&sr=1-1)

[Classics/dp/0140449345/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1282243378&sr=1-1](http://www.amazon.com/Fall-Roman-Republic-Penguin-Classics/dp/0140449345/ref=sr_1_1?s=books&ie=UTF8&qid=1282243378&sr=1-1)

H. Flower, *Roman Republics*

[http://www.amazon.com/Roman-Republics-Harriet-I-Flower/dp/069114043X/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1282241694&sr=8-1#](http://www.amazon.com/Roman-Republics-Harriet-I-Flower/dp/069114043X/ref=sr_1_1?ie=UTF8&s=books&qid=1282241694&sr=8-1#)

N. Rosenstein, *A Companion to the Roman Republic*  
[http://www.amazon.com/dp/1444334131/ref=rdr\\_ext\\_sb\\_ti\\_sims\\_1#](http://www.amazon.com/dp/1444334131/ref=rdr_ext_sb_ti_sims_1#)

**Grading Policies:**

Attendance and active participation in class discussions and activities: 10%

Five response papers (1-2 pages each): 25%

Each student will write response papers for five class meetings over the course of the semester. Each week the instructor will post a question, which the response papers for that week must address.

Midterm exam: 20%

The exam will consist of ID's, a brief analysis of a previously-unseen document, and an essay. Essay topics will be distributed in advance.

Final exam: 20%

Same format as the midterm exam.

Final research paper (8-12 pages): 25%

The final paper is due at the time of the final exam. Late papers will NOT be accepted. Please see schedule of assignments below for progress guidelines on the final paper.

**N.B.** There will be no curve in this course! Final grades will be assigned according to the following scale, keeping in mind that the University of West Georgia does not recognize +/- grades:

89.49 - 100 = A

79.49 - 89.48 = B

69.49 - 79.48 = C

59.49 - 69.48 = D

< 59.48 = F

**Class Communication:**

Per university policy, all email communications between faculty and students should be limited to the UWG email accounts. I will not respond to emails sent from other accounts. Also in accordance with university policies, I cannot discuss your grade with you over email. I am, however, always happy to discuss your grade with you in person.

**Academic Dishonesty:**

Academic dishonesty on any assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. Academic dishonesty can take many shapes. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see

<http://www.westga.edu/~handbook/index.php?page=honorcode>

**Religious Holidays:**

Students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day. If you will miss class (including

exams) to celebrate a religious holiday, you must notify me AT LEAST 14 days prior to the holiday so that we can make arrangements for you to make up the assignment. All make-up work must be completed no later than one week after the missed class.

**Classroom Etiquette:**

Please arrive to class on time, and plan to remain in class until the end of the session. Late arrivals and early departures are highly disruptive and distracting, in addition to being rude. When in class, I expect you to pay attention, ask questions if anything is unclear, and participate in class discussions. Please refrain from emailing or text-messaging during class, talking to your neighbors, or doing your nails/makeup/hair. Finally, please turn off your cell-phones when in class. Few faux-pas in the modern world are as rude and embarrassing as having your cell-phone ring during class. **If your phone rings during class, the instructor reserves the right to answer it for you.**

**Schedule of Assignments and Exams**

**N.B. All assignments must be completed BEFORE class.**

<b>Date</b>	<b>Lecture and Discussion Topics</b>	<b>Assignments</b>
Week 1	Introduction	none
Week 2	Foundation of the Roman Republic; Myth and History in early Rome	Livy, Books 1-2 (on CourseDen) Flower, pp. 1-60 Companion, ch. 6
Week 3	Republican Political Structure: the Roman army and the political assemblies	Polybius, Book 6 (on CourseDen) Companion, ch.s 1-5, 12
Week 4	Patrician-Plebeian conflict and the evolution of Roman Republican society; The rise of Roman law	The Twelve Tables (on CourseDen) Companion, ch.s 11, 14, 16, 18
Week 5	Imperialism and the Punic Wars	Livy 21-22 (on CourseDen) Companion, ch.s 7, 13, 26
Week 6	Cato and the changing politics of the 2 <sup>nd</sup> century BC	Plutarch, <i>Cato the Elder</i> (on CourseDen) Flower, pp. 61-79
Week 7	Religion and politics in the mid- Republic	Senatus Consultum de Bacchanalibus; Livy on the SC de Bacchanalibus (on CourseDen) Companion, 10, 15
Week 8	Review and MIDTERM EXAM	none
Week 9	The Gracchi and the rise of Populares – Optimates politics	Plutarch, <i>Life of Tiberius Gracchus</i> , <i>Life of Gaius Gracchus</i> (on CourseDen) Flower, pp. 80-96 Companion 22, 27-28
Week 10	The Jugurthine War and the Reforms of Marius	Sallust, <i>The Jugurthine War</i> ; Plutarch, <i>Life of Marius</i> FINAL PAPER TOPICS DUE
Week 11	The Civil War of Marius and Sulla;	Plutarch, <i>Life of Sulla</i> , <i>Life of Pompey</i>

	dictatorship of Sulla; rise of Pompey	Flower, pp. 97-134 Companion 8
Week 12	The political career of Cicero; the Catilinarian conspiracy	Sallust, <i>The Conspiracy of Catiline</i> ; Plutarch, <i>Life of Cicero</i> ; Cicero, <i>The First Oration against Catiline</i> (on CourseDen) Companion 20-21, 23 FINAL PAPER BIBLIOGRAPHY DUE
Week 13	Roman aristocracy in the late Republic	Plutarch, <i>Cato the Younger</i> Flower, pp. 135-153 Companion 17, 19 FINAL PAPER OUTLINES DUE
Week 14	The Civil War	Caesar, <i>Civil Wars</i> Companion 9
Week 15	<i>Dictator perpetuo</i> and the fall of the Roman Republic	Suetonius, <i>Life of Caesar</i> Flower, pp. 154-172 Companion 29 FINAL PAPER DRAFTS DUE
TBA	FINAL EXAM	FINAL PAPER DUE

### Course Update Request (Add, Delete, Modify)

**Originator**

 History  
 Department

 College of Arts and Sciences  
 College

 Williams, Daniel  
 Originator

**Action**
 Add    Modify    Delete

**Modifications**
 Prerequisites    Description    Title    Credit    See Comments

**Course Details**

 HIST      4462      American Politics since 1933  
 Prefix      Number      Course Title

A study of the history of American politics from the New Deal to the present, with emphasis on the history of the presidency, electoral changes, political ideologies, political parties, and national political trends.

**Course Catalog Description**

<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	Spring - 2011	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

3 credits global history, 3 credits U.S. history or permission

**Corequisites**
**Rationale**

I taught versions of this course successfully in 2007 and 2009, and I would like to continue offering this course to upper-level students in the departments of History and Political Science. This course will give students the knowledge to interpret contemporary political debates in a larger historical context, and will expose them to information that is essential to understanding recent American history, the emergence of contemporary American liberal and conservative political ideologies, voting trends, and presidential policies. No other course at UWG covers the same range of content.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

 Present or Projected Annual Enrollment: 
**Comments**

This course will be cross-listed with the Political Science Department as POLS 4462.

 TEAC Approval Required

**College Approvals**

 Goodson, Howard (Dr.) [ APPROVED ]  
 Chair, Course Department

 Overfield, Denise [ APPROVED ]  
 Associate Dean, College of Arts and Sciences

**Cross Listing Approvals**

 N/A  
 Chair, Cross Listed Department

 N/A  
 Associate Dean, Cross Listed College

**Other Approvals**

 Ogletree, Tamra [ APPROVED ]  
 Chair, Undergraduate Academic Programs Committee

 N/A  
 Chair, TEAC

**FINAL APPROVAL**

 Aldrich, Michael [ REQUIRED ]  
 Chair, Faculty Senate

## **HIST 4462 / POLS 4462**

### **American Politics since 1933**

Instructor: Dr. Dan Williams  
Office Hours: TLC 3225  
MWF, 9:30-10:30am  
Tues., 2-5pm  
Wed., 3:30-5:30pm  
(and by appointment)

Email: [dkw@westga.edu](mailto:dkw@westga.edu)

Phone: 678-839-6046

Course website: [www.westga.edu/~dkwillia](http://www.westga.edu/~dkwillia)

Class Location:  
Pafford 208  
MW, 2:00-3:15pm

#### **Description:**

This course will explore the history of national politics from 1933 to the present. We will focus on four central themes throughout the semester: presidential policy and leadership, the development of modern conservative and liberal political ideologies, changes in the national party system, and significant national elections. This course will examine the reasons why political parties shift their positions on important issues, and why certain issues become part of the national political agenda. This course will also explore the arguments that twentieth-century American political thinkers made for both liberalism and conservatism. It will give you a more informed perspective on the American presidency, because you will have the opportunity in this class to analyze the policies of every president from Franklin Roosevelt to Barack Obama.

In short, this class will take you inside the smoke-filled rooms of political convention halls and the nation's capitol, behind the scenes of the nation's election campaigns, and inside the Oval Office to discover how the American political system works and the forces that determine the outcome of the nation's political debate.

Classes will consist mainly of interactive lectures and class discussions. I encourage all students to participate by asking questions during lectures and making comments in discussion sessions. Five classes will be devoted entirely to discussions of the reading material, and the lecture-based classes will include some discussion time, as well.

#### **Learning Outcomes:**

Students in this course will demonstrate critical thinking skills, the ability to analyze opposing points of view, and the ability to evaluate contemporary political issues. Students will also demonstrate writing, research, and communication skills through the research paper assignment, class discussions, a book analysis, and short email essay

assignments. The essay exams in this course will assess their knowledge of the origins and assumptions of modern liberalism and conservatism, the way in which the nation's major political parties have evolved to accommodate the interests of American voters, and the relative effectiveness of various presidential policies.

**Assessment:**

Students' final grades will be determined as follows:

Midterm exam	15%
Book analysis	15%
Research paper	30%
Class participation& emails	20%
Final exam	20%

There will be no opportunity for extra-credit assignments in this course.

**Grading Methodology:** This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A- / B+), in order to evaluate students' written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

A = 95
A/A- = 94
A- = 92
A-/B+ = 90
B+ = 88
B+/B = 87
B = 85
B/B- = 84
B- = 82
B-/C+ = 80

(A similar pattern is used for grades in the C-range and D-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 59.5, which converts to a D, is the lowest possible passing grade in the course.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's essay must show evidence of original thinking and the ability to synthesize information from a wide variety of sources, as well as an accurate understanding of the material and good writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets

the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned documents, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned documents, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

D-range and failing grades are assigned to work that fails to meet the requirements and expectations for the assignment.

**Exams:** There will be one midterm exam and a take-home final exam. The midterm exam will consist of essay questions and I.D. terms based on concepts covered in the lectures, discussions, and readings. One week before the exam, I will post a study guide on the course website that will give you more information about the material covered on the test. I will give a make-up exam only in cases of a pre-arranged, excused absence for which documentation must be provided, or in cases of a legitimate health or family emergency that must be documented with a doctor's note, dean's note, or similar measure of proof. In all other cases, a make-up exam will not be an option.

The take-home final exam will give you a choice of several broadly-based essay questions relating to themes covered in the course readings and lectures throughout the semester. After receiving these exam questions on April 23, you will have until April 30 to write 8-10 pages in response to the questions of your choice.

**Book analyses and research papers:** You will be expected to write one 4-6 page essay in response to one of five questions based on some of the assigned books in this course. The questions and due dates for the essays are listed in the book analysis guidelines on the course website.

You will also be expected to write one 8-12 page research paper for this course. Consult the online guidelines for research papers for more information about this assignment.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

It should go without saying that all papers that you write must be your own work, and that any students who are caught plagiarizing another student's work, a paper from a web site, a textbook, or any other source will automatically fail this course and may be subject to further disciplinary action. Plagiarism is a serious offense that will not be tolerated.



Please look at the course website to find guidelines on proper footnoting procedures and avoiding inadvertent plagiarism.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

**Class participation and email assignment:** Classes will consist of interactive lectures, which will give you a chance to ask questions and discuss the ideas presented in the readings. In addition, there are five class periods reserved for discussion of the assigned books. It is very important for you to read these books prior to the class discussions so that you can come to class prepared to participate. Failure to attend these discussions will adversely affect your class participation grade. I do not have a formal attendance policy, but since students cannot participate in class discussions if they do not attend class, habitual absences, as well as habitual silence in class throughout the semester, could negatively affect a student's class participation grade.

In addition, as part of your class participation, you should email me short summaries of each of the five books that we discuss in class. These emails should consist of at least two paragraphs that briefly summarize the book and suggest at least one intriguing question for class discussion. Each of these emails is due by 9pm the day before we are scheduled to discuss the book in question. I will not assign these emails a letter grade, nor will I evaluate them on the basis of grammar or structure, but I will instead treat them as I would comments that you make in class, and I will consider their content when I formulate class participation grades at the end of the semester. I will also distribute copies of these emails to all of the members of the class for their consideration in preparation for our class discussions. For more information on this assignment, please consult the guidelines for the email summaries that are posted on the course website.

**Class communication:** I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

University policy also prevents me from disclosing grades over email, so if you would like to discuss your grade on any assignment in the class, please set up an appointment to meet with me in my office. Please do not email me with a request for your grades, since I am not allowed to email that information to you.

To protect students' privacy rights, I will not return graded papers or exams to any third party (e.g., a student's friend or relative who asks to pick up a student's work on that person's behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student's grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need

to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students' grades.

I would like to do whatever I can to help you succeed in this course. Please do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course. I believe that this will be an excellent semester, and I'm pleased to welcome you to this class.

**Required readings:**

The following texts are available in the university bookstore, and are required:

Allida M. Black, *Casting Her Own Shadow: Eleanor Roosevelt and the Shaping of Postwar Liberalism*

John Ehrman, *The Eighties: America in the Age of Reagan*

Barry Goldwater, *The Conscience of a Conservative*

Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*

Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*

**Class Schedule:**

- 1/08 Introduction: A Short History of American Political Parties
- 1/10 The New Deal: How an Economic Experiment Reshaped the Nation's Politics
- 1/15 No class (Dr. Martin Luther King, Jr., Day)
- 1/17 Opposition to the New Deal
- 1/22 The Roosevelt Presidency in Peace and War
- 1/24 Postwar Liberalism and the Truman Presidency  
**Research paper topic due**
- 1/29 The Cold War's Effect on National Politics
- 1/31 **Discussion of *Casting Her Own Shadow***  
**Email summary due by 9pm on 1/30**
- 2/05 Civil Rights Issues and the Nation's Political Parties
- 2/07 The Eisenhower Presidency  
**Research paper source list due**
- 2/12 John F. Kennedy's New Frontier
- 2/14 Lyndon Johnson's Great Society
- 2/19 **Discussion of *Lyndon B. Johnson and American Liberalism***  
**Email summary due by 9pm on 2/18**
- 2/21 The Rise of a Conservative Movement
- 2/26 Three Elections: 1964, 1966, and 1968
- 2/28 **Discussion of *Conscience of a Conservative***  
**Email summary due by 9pm on 2/27**
- 3/05 The Nixon Presidency, Part 1
- 3/07 The Nixon Presidency, Part 2
- 3/12 Cultural politics in the 1970s
- 3/14 **Midterm Exam**

3/19-23 – Spring Break

3/26 Ford and Carter: Moderation in a Troubled Time

3/28 Ronald Reagan and the Conservative Movement  
**First draft of research paper due**

4/02 **Discussion of *The Eighties***  
**Email summary due by 9pm on 4/08**

4/04 Global Changes and National Elections, 1985-1992

4/09 The Clinton Presidency and the Political Polarization of the 1990s

4/14 George W. Bush and Neoconservative Politics

4/16 Was the 2008 Election a Realignment?

4/23 **Discussion of *Audacity of Hope***  
**Email summary due by 9pm on 4/22**

4/25 Liberalism, Conservatism, and Contemporary Politics: An Assessment  
**Research paper due**

4/30 **Final exam essays due at 5pm**

## Course Update Request (Add, Delete, Modify)

## Originator

Political Science and Planning  
Department

College of Arts and Sciences  
College

Williams, Daniel  
Originator

## Action

Add  Modify  Delete

## Modifications

Prerequisites  Description  Title  Credit  See Comments

## Course Details

POLS 4462 American Politics since 1933  
Prefix Number Course Title

A study of the history of American politics from the New Deal to the present, with emphasis on the history of the presidency, electoral changes, political ideologies, political parties, and national political trends.

## Course Catalog Description

3	0	3	Spring - 2011	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

## Prerequisites

POLS 1101

## Corequisites

## Rationale

I taught versions of this course successfully in 2007 and 2009, and I would like to continue offering this course to upper-level students in the departments of History and Political Science. This course will give students the knowledge to interpret contemporary political debates in a larger historical context, and will expose them to information that is essential to understanding recent American history, the emergence of contemporary American liberal and conservative political ideologies, voting trends, and presidential policies. No other course at UWG covers the same range of content.

## Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

## Comments

This course will be cross-listed with the History Department as HIST 4462.

TEAC Approval Required

## College Approvals

Schaefer, Robert [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

## Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

## Other Approvals

Ogletree, Tamra [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

## FINAL APPROVAL

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

## **HIST 4462 / POLS 4462**

### **American Politics since 1933**

Instructor: Dr. Dan Williams  
Office Hours: TLC 3225  
MWF, 9:30-10:30am  
Tues., 2-5pm  
Wed., 3:30-5:30pm  
(and by appointment)

Email: [dkw@westga.edu](mailto:dkw@westga.edu)

Phone: 678-839-6046

Course website: [www.westga.edu/~dkwillia](http://www.westga.edu/~dkwillia)

Class Location:  
Pafford 208  
MW, 2:00-3:15pm

#### **Description:**

This course will explore the history of national politics from 1933 to the present. We will focus on four central themes throughout the semester: presidential policy and leadership, the development of modern conservative and liberal political ideologies, changes in the national party system, and significant national elections. This course will examine the reasons why political parties shift their positions on important issues, and why certain issues become part of the national political agenda. This course will also explore the arguments that twentieth-century American political thinkers made for both liberalism and conservatism. It will give you a more informed perspective on the American presidency, because you will have the opportunity in this class to analyze the policies of every president from Franklin Roosevelt to Barack Obama.

In short, this class will take you inside the smoke-filled rooms of political convention halls and the nation's capitol, behind the scenes of the nation's election campaigns, and inside the Oval Office to discover how the American political system works and the forces that determine the outcome of the nation's political debate.

Classes will consist mainly of interactive lectures and class discussions. I encourage all students to participate by asking questions during lectures and making comments in discussion sessions. Five classes will be devoted entirely to discussions of the reading material, and the lecture-based classes will include some discussion time, as well.

#### **Learning Outcomes:**

Students in this course will demonstrate critical thinking skills, the ability to analyze opposing points of view, and the ability to evaluate contemporary political issues. Students will also demonstrate writing, research, and communication skills through the research paper assignment, class discussions, a book analysis, and short email essay

assignments. The essay exams in this course will assess their knowledge of the origins and assumptions of modern liberalism and conservatism, the way in which the nation's major political parties have evolved to accommodate the interests of American voters, and the relative effectiveness of various presidential policies.

**Assessment:**

Students' final grades will be determined as follows:

Midterm exam	15%
Book analysis	15%
Research paper	30%
Class participation & emails	20%
Final exam	20%

There will be no opportunity for extra-credit assignments in this course.

**Grading Methodology:** This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A- / B+), in order to evaluate students' written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

A = 95
A/A- = 94
A- = 92
A-/B+ = 90
B+ = 88
B+/B = 87
B = 85
B/B- = 84
B- = 82
B-/C+ = 80

(A similar pattern is used for grades in the C-range and D-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 59.5, which converts to a D, is the lowest possible passing grade in the course.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's essay must show evidence of original thinking and the ability to synthesize information from a wide variety of sources, as well as an accurate understanding of the material and good writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets

the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned documents, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned documents, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

D-range and failing grades are assigned to work that fails to meet the requirements and expectations for the assignment.

**Exams:** There will be one midterm exam and a take-home final exam. The midterm exam will consist of essay questions and I.D. terms based on concepts covered in the lectures, discussions, and readings. One week before the exam, I will post a study guide on the course website that will give you more information about the material covered on the test. I will give a make-up exam only in cases of a pre-arranged, excused absence for which documentation must be provided, or in cases of a legitimate health or family emergency that must be documented with a doctor's note, dean's note, or similar measure of proof. In all other cases, a make-up exam will not be an option.

The take-home final exam will give you a choice of several broadly-based essay questions relating to themes covered in the course readings and lectures throughout the semester. After receiving these exam questions on April 23, you will have until April 30 to write 8-10 pages in response to the questions of your choice.

**Book analyses and research papers:** You will be expected to write one 4-6 page essay in response to one of five questions based on some of the assigned books in this course. The questions and due dates for the essays are listed in the book analysis guidelines on the course website.

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Please look at the course website to find guidelines on proper footnoting procedures and avoiding inadvertent plagiarism.

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In addition, as part of your class participation, you should email me short summaries of each of the five books that we discuss in class. These emails should consist of at least two paragraphs that briefly summarize the book and suggest at least one intriguing question for class discussion. Each of these emails is due by 9pm the day before we are scheduled to discuss the book in question. I will not assign these emails a letter grade, nor will I evaluate them on the basis of grammar or structure, but I will instead treat them as I would comments that you make in class, and I will consider their content when I formulate class participation grades at the end of the semester. I will also distribute copies of these emails to all of the members of the class for their consideration in preparation for our class discussions. For more information on this assignment, please consult the guidelines for the email summaries that are posted on the course website.

**Class communication:** I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

University policy also prevents me from disclosing grades over email, so if you would like to discuss your grade on any assignment in the class, please set up an appointment to meet with me in my office. Please do not email me with a request for your grades, since I am not allowed to email that information to you.

To protect students' privacy rights, I will not return graded papers or exams to any third party (e.g., a student's friend or relative who asks to pick up a student's work on that person's behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student's grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need

to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students' grades.

I would like to do whatever I can to help you succeed in this course. Please do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course. I believe that this will be an excellent semester, and I'm pleased to welcome you to this class.

**Required readings:**

The following texts are available in the university bookstore, and are required:

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John Ehrman, *The Eighties: America in the Age of Reagan*

Barry Goldwater, *The Conscience of a Conservative*

Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream*

Bruce J. Schulman, *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*

**Class Schedule:**

- 1/08 Introduction: A Short History of American Political Parties
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- 1/17 Opposition to the New Deal
- 1/22 The Roosevelt Presidency in Peace and War
- 1/24 Postwar Liberalism and the Truman Presidency  
**Research paper topic due**
- 1/29 The Cold War's Effect on National Politics
- 1/31 **Discussion of *Casting Her Own Shadow***  
**Email summary due by 9pm on 1/30**
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- 2/07 The Eisenhower Presidency  
**Research paper source list due**
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- 2/14 Lyndon Johnson's Great Society
- 2/19 **Discussion of *Lyndon B. Johnson and American Liberalism***  
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- 2/21 The Rise of a Conservative Movement
- 2/26 Three Elections: 1964, 1966, and 1968
- 2/28 **Discussion of *Conscience of a Conservative***  
**Email summary due by 9pm on 2/27**
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- 3/07 The Nixon Presidency, Part 2
- 3/12 Cultural politics in the 1970s
- 3/14 **Midterm Exam**

3/19-23 – Spring Break

3/26 Ford and Carter: Moderation in a Troubled Time

3/28 Ronald Reagan and the Conservative Movement  
**First draft of research paper due**

4/02 **Discussion of *The Eighties***  
**Email summary due by 9pm on 4/08**

4/04 Global Changes and National Elections, 1985-1992

4/09 The Clinton Presidency and the Political Polarization of the 1990s

4/14 George W. Bush and Neoconservative Politics

4/16 Was the 2008 Election a Realignment?

4/23 **Discussion of *Audacity of Hope***  
**Email summary due by 9pm on 4/22**

4/25 Liberalism, Conservatism, and Contemporary Politics: An Assessment  
**Research paper due**

4/30 **Final exam essays due at 5pm**

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SLPA 4786 Internship:Spch-Language Path  
Prefix Number Course Title

**Prerequisites:** Admission to Teacher Education; SLPA 3790; SLPA 4790; SLPA 4791. This course will provide supervised clinical experience in speech/language therapy for the Speech-Language Pathology major and satisfies student teaching requirements. Speech-language assessment, intervention, and case management are emphasized.

### Course Catalog Description

	18.00	9.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Educ. Field Experience Appl FE and Teacher  
Education Admission TE

### Corequisites

### Rationale

Course no longer taken at undergraduate level.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SLPA 4787 Internship:Spch Lang Pathology  
Prefix Number Course Title

This course will provide supervised clinical experience in speech/language therapy for the speech pathology student. This course requires students to work with clients with a communication disorder at a selected location throughout the West Georgia area. This course satisfies student teaching requirements and addresses diagnostic, intervention, and case management for speech-language therapy clients. Therapy is emphasized.

#### Course Catalog Description

	3.00	3.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Educ. Field Experience Appl FE and Teacher  
Education Admission TE

### Corequisites

### Rationale

Course no longer taken at undergraduate level.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SLPA 4788 Internship:Spch Lang Pathology  
Prefix Number Course Title

This course will provide supervised clinical experience in speech/language therapy for the speech pathology student. This course requires students to work with clients with a communication disorder at a selected location throughout the West Georgia area. This course satisfies student teaching requirements and addresses diagnostic, intervention, and case management for speech-language therapy clients. Therapy is emphasized.

Course Catalog Description

<input type="text"/>	3.00	3.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Educ. Field Experience Appl FE and Teacher  
Education Admission TE

### Corequisites

### Rationale

Course no longer taken at undergraduate level.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SLPA 4789 Student Teaching Seminar  
Prefix Number Course Title

**Prerequisites:** Admission to Teacher Education; SLPA 3970; SLPA 4790; SLPA 4791; must be taken concurrently with SLPA 4796. An introduction to issues, topics, materials, and skills appropriate to the teaching experience. This course is designed to be concurrent with the student teaching. The course should augment the classroom experience of students through case studies, projects, and seminars which include both University and other resource persons.

### Course Catalog Description

3.00		3.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Teacher Education Admission TE

### Corequisites

### Rationale

Course no longer taken at undergraduate level.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate



## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Karen  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SLPA 3701 Intro to Communicatn Disorders  
Prefix Number Course Title

An introduction to the nature of communicative disorders, including speech, hearing and language disorders in children and adults. Methods of identification and remediation are explored. This course is structured to provide speech pathology majors with an overview of the profession of communicative disorders.

### Course Catalog Description

3.00		3.00	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Advisor permission

### Corequisites

### Rationale

This program no longer leads to PSC certification.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## **SLPA 3701**

### **INTRODUCTION TO COMMUNICATION DISORDERS**

Semester Hours: 3

Semester/Year: Fall,

Instructor:

Office Location:

Office Hours:

Telephone: 678-839-6567 (Department)

E-mail:

### **COURSE DESCRIPTION**

Prerequisite: Advisor permission

An introduction to the nature of communicative disorders, including speech, hearing and language disorders in children and adults. Methods of identification and remediation are explored. This course is structured to provide speech pathology majors with an overview of the profession of communicative disorders.

### **CONCEPTUAL FRAMEWORK**

### **CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (*ASHA KASA*, *NBPTS*, and *INTASC*) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

## **APPROACHES TO INSTRUCTION**

The course instructor will draw upon various pedagogical methods for this class. Such methods include small group discussion, whole-group discussion, case studies, and web-enhanced components (on-line discussion threads, video clips)

## **COURSE OBJECTIVES**

### **Link to American Speech, Language, and Hearing Association (ASHA) Knowledge and Skills Acquisition (KASA)**

The ASHA KASA document details the Standards for the Certificate of Clinical Competence (SCCC). The document is utilized to demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. It includes nine main knowledge areas (articulation, fluency, voice and resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects, and communication modalities) across five clinical parameters (etiology, characteristics, prevention, assessment, and intervention). Because of the importance of the KASA standards in tracking and documenting the student's achievement related to these knowledge areas and clinical parameters, they are directly related to the Course Objectives. Accordingly, the relevant Standard(s) are noted under each Course Objective. The relevant Conceptual Framework areas and INTASC Principles also are noted and discussed in more detail below.

Students will:

1. demonstrate competency in understanding the speech and language development of normal and exceptional children (Owens, Metz, & Haas, 2000);  
*(ASHA KASA Standard III-B; Leaders, Adaptive, Collaborative,*

*Culturally sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 3, 5)*

2. demonstrate knowledge of a variety of communication disorders and of the profession of speech-language pathology (Shames, Wiig, & Secord, 1998);  
(*ASHA KASA Standards III-C, III-D; Adaptive, Empathetic; INTASC 3*)
3. explain the concept of a linguistic system and its various components (Shames, Wiig, & Secord, 1998); (*ASHA KASA Standard III-B; Empathetic, Knowledgeable; INTASC 1*)
4. outline language differences manifested by culturally diverse children (Shames, Wiig, & Secord, 1998); (*ASHA KASA Standard III-C; Lifelong learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3*)
5. outline characteristics of language disabilities in school aged children for the purpose of proper referral (Shames, Wiig, & Secord, 1998); (*ASHA KASA Standard III-D; Adaptive, Empathetic; INTASC 3*)
6. demonstrate competency in assuming the role of the classroom teacher working with speech/language handicapped children (Shames, Wiig, & Secord, 1998); and  
(*ASHA KASA Standard III-D; Leaders, Adaptive, Collaborative, Culturally sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 2, 3*)
7. explain current theory, research and practice including ASHA recommendations and standards (Shames, Wiig, & Secord, 1998). (*ASHA KASA Standard IV-G; Lifelong learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 2, 3*)

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Hedge, M.N. (2001). *Introduction to Communication Disorders* (3rd.). Austin, TX: Proed.

### **References:**

Bernstein, D., & Tiegerman, E. (1993). *Language and communication disorders in children.*

New York: Merrill/Macmillan.

Minifie, F. (1994). *Introduction to communication sciences and disorders*. San Diego: Singular Publishing.

Screen, M., & Anderson, N. (1994). *Multicultural perspectives in communication disorders*. San Diego: Singular Publishing.

Shames, G. H., Wiig, E., & Secord, W. (1998). *Human communication disorders: An introduction*. New York: Allyn and Bacon.

#### **Assignments:**

**1. Participation:** Each student is expected to attend class, to read assigned material prior to class and to participate in class discussions. 1 or more unexcused absences will result in reduction of grade. **(50 points)**

Learning Outcomes 1-7

**2. Examinations:** Three (3) examinations will be administered covering assigned readings and lecture materials. **(300 points)**

Learning Outcomes 1-7

**3. Scavenger Hunt:** Each student will complete a scavenger hunt of relevant materials and resources related to communication disorders. **(50 points)**

#### **4. Projects:**

**a. CSD Career Awareness month:** Students will work in small groups to develop an activity to promote the professions of Audiology and Speech-language Pathology. Each group will develop a 20 minute presentation, including a visual and take-away resource. **(100 points)**

Learning Outcomes 2, 4, 5, 6, and 7

**b. Resource Guide:** Students will work in small groups to review the various domains of communication disorders. Groups will be assigned a specific domain. Each group will develop a 10 minute presentation describing the domain, related communication disorders and various assessment and treatment options. Each group will also develop a 1-2 page FACTSHEET as a resource. **(100 points)**

Learning Outcomes 2, 4, 5, 6, and 7

**5. Reflection Paper:** Each student will compose a paper reflecting on why they have chosen this career path and what resources they have gained from the course.. **(50 points)**

Learning Outcomes 2, 4, 5, 6, and 7

#### **Grading Policy: Points**

**A = 585-650 points for final grade**

**B = 584-520 points for final grade**

**C = 519-455 for final grade**

**D = < 518 for final grade**

#### **CLASS POLICIES:**

Attendance is required to experience the full benefit of class activities. Absences must be approved in advance or appropriate documentation of excused absence provided. Two or more unexcused absences may result in a one letter- grade reduction. No extra credit will be allowed for this course. The official communication method for this course will be through campus email (MyUWG) and CourseDen.

As a reflection of university policy, this class is in compliance with all applicable federal, state, and local laws, including but not limited to, the Americans with Disabilities Act of 1990, the Civil Rights act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 (to the Higher Education Act of 1965), the Rehabilitation Act of

1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, and all amendments to the foregoing. As advocates of both the letter and intent of the Individuals with Disabilities Education Act, we will make every accommodation possible to support students with disabilities which may negatively impact academic performance. Students with disabilities should make arrangements for the appropriate adaptation or accommodation at the beginning of the semester.

### **CLASS OUTLINE**

**Given under a separate cover**

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SPED 2704 Foundations of Special Educ  
Prefix Number Course Title

An introduction to the field of special education with emphasis on historical, philosophical, and social foundations. Discussion of matters related to the field experiences, as well as of issues relevant to special education. Field experience required.

### Course Catalog Description

2.00	2.00	3.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

### Corequisites

### Rationale

Course removed from Area F and changed to SPED 3715.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate



## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SPED 2706 Intro to Special Education  
Prefix Number Course Title

Characteristics of exceptional children and youth and 'best' teaching practices employed with these students will be examined.

### Course Catalog Description

3.00		3.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Educ Area F permission requird AF

### Corequisites

### Rationale

Course removed from Area F and changed to SPED 3715.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SPED 3706 Lang & Comm w/ Disabled Chldrn  
Prefix Number Course Title

Characteristics and acquisition of normal speech and language will be discussed, as well as the variation and deviations of speech and language in students with disabilities.

### Course Catalog Description

2.00		2.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Teacher Education Admission TE

### Corequisites

### Rationale

Program discontinued.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SPED 3708 Medical Aspects/Assistive Tech  
Prefix Number Course Title

Basic understanding of the nature and implication of medically-based disorders associated with disabilities seen in children and youth. Assistive technology for use in educational program for students with disability, focusing augmentative and alternative communication.

### Course Catalog Description

2.00		2.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

Teacher Education Admission TE

### Corequisites

### Rationale

Program discontinued.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language

Department

College of Education

College

Harris, Jean M.

Originator

### Action

 Add
  Modify
  Delete

### Modifications

 Prerequisites
  Description
  Title
  Credit
  See Comments

### Course Details

SPED

Prefix

3712

Number

Charact of Mental Retardation

Course Title

A study of the nature and features of mental retardation, including etiology, definition, identification, age- and level-related characteristics, associated conditions, family/community issues, services needs and options, and resources.

Course Catalog Description

3.00

Lec Hrs

Lab Hrs

3.00

Credit Hrs

Summer - 2010

Effective Term

Frequency

Grading

### Prerequisites

Teacher Education Admission TE

### Corequisites

### Rationale

Program discontinued.

### Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 

### Comments

 TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SPED 4706 Collaboration in Schl Settings  
Prefix Number Course Title

Covers various collaborative roles required of service providers in education, with an emphasis on team interaction and meeting the needs of students with special needs in inclusion settings.

### Course Catalog Description

3.00                      3.00                      Summer - 2010  
Lec Hrs                      Lab Hrs                      Credit Hrs                      Effective Term                      Frequency                      Grading

### Prerequisites

Teacher Education Admission TE

### Corequisites

### Rationale

Program discontinued.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

### Comments

TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

## Originator

Special Education and Speech Language  
DepartmentCollege of Education  
CollegeHarris, Jean M.  
Originator

## Action

 Add  Modify  Delete

## Modifications

 Prerequisites  Description  Title  Credit  See Comments

## Course Details

SPED 4752 Pract.III-Mod/Svr/Prfnd Mnt Rt  
Prefix Number Course Title

Teaching for a nin-week period in the public schools under the supervision of an experienced qualified teacher on the level (moderate/severe/profound mental retardation) and in the field of intended certification (Mental Retardation). This course is designed to provide stduents with the opportunity to participate in activities in which teachers of students with moderate/severe/profound mental retardation typically engage. SPED 4751 or 4752 must be taken concurrently with SPED 4761 and 4762. Application for field experience required prior to enrollment.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
	10.00	5.00	Summer - 2010		

## Prerequisites

Teacher Education Admission TE and  
Educ.Field Experience Appl FE

## Corequisites

## Rationale

Program discontinued.

## Planning Info

 Library Resources are Adequate  
 Library Resources Need EnhancementPresent or Projected Annual Enrollment: 

## Comments

 TEAC Approval Required

## College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course DepartmentHoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

## Cross Listing Approvals

N/A  
Chair, Cross Listed DepartmentN/A  
Associate Dean, Cross Listed College

## Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs CommitteeN/A  
Chair, TEAC

## FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language

Department

College of Education

College

Harris, Jean M.

Originator

### Action

 Add
  Modify
  Delete

### Modifications

 Prerequisites
  Description
  Title
  Credit
  See Comments

### Course Details

SPED

Prefix

4762

Number

Curr &amp; Meth-Mod/Sev/Prfnd MR

Course Title

Study and application of curriculum, methods, and classroom /program planning, organization and management for students identified as having moderate, severe, or profound mental retardation. Must be taken concurrently with SPED 4761 and SPED 4751 or 4752.

### Course Catalog Description

3.00

Lec Hrs

Lab Hrs

3.00

Credit Hrs

Summer - 2010

Effective Term

Frequency

Grading

### Prerequisites

Teacher Education Admission TE and  
Educ. Field Experience Appl FE

### Corequisites

### Rationale

Program discontinued.

### Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 

### Comments

 TEAC Approval Required

### College Approvals

vonEschenbach, John [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Ogletree, Tamra [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

### Course Update Request (Add, Delete, Modify)

**Originator**

 Special Education and Speech Language  
 Department

 College of Education  
 College

 Harris, Jean M.  
 Originator

**Action**
 Add  Modify  Delete

**Modifications**
 Prerequisites  Description  Title  Credit  See Comments

**Course Details**

 SPED 4787 Student Teaching  
 Prefix Number Course Title

Teaching one semester in the public schools under the supervision of an experienced qualified classroom teacher serving students identified as having mild mental retardation (intellectual disability). A student teaching seminar accompanies student teaching.

**Course Catalog Description**

<input type="text"/>	14.00	3.00	Summer - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

 Educ. Field Experience Appl FE and Teacher  
 Education Admission TE

**Corequisites**
**Rationale**

Program discontinued.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

 Present or Projected Annual Enrollment: 
**Comments**
 TEAC Approval Required

**College Approvals**

 vonEschenbach, John [ APPROVED ]  
 Chair, Course Department

 Hoff, Dianne [ APPROVED ]  
 Associate Dean, College of Education

**Cross Listing Approvals**

 N/A  
 Chair, Cross Listed Department

 N/A  
 Associate Dean, Cross Listed College

**Other Approvals**

 Ogletree, Tamra [ APPROVED ]  
 Chair, Undergraduate Academic Programs Committee

 N/A  
 Chair, TEAC

**FINAL APPROVAL**

 Aldrich, Michael [ PENDING ]  
 Chair, Faculty Senate



## Course Update Request (Add, Delete, Modify)

## Originator

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

## Action

Add  Modify  Delete

## Modifications

Prerequisites  Description  Title  Credit  See Comments

## Course Details

SPED 4788 Student Teaching  
Prefix Number Course Title

Teaching one semester in the public schools under the supervision of an experienced qualified classroom teacher serving students identified as having mild mental retardation (intellectual disability). A student teaching seminar accompanies student teaching.

## Course Catalog Description

Lec Hrs 14.00 Lab Hrs 3.00 Credit Hrs Summer - 2010 Effective Term  
Frequency Grading

## Prerequisites

Educ. Field Experience Appl FE and Teacher  
Education Admission TE

## Corequisites

## Rationale

Program discontinued.

## Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

## Comments

TEAC Approval Required

## College Approvals

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

## Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

## Other Approvals

Ogletree, Tamra [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

## FINAL APPROVAL

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

### Course Update Request (Add, Delete, Modify)

**Originator**

 Management  
 Department

 Richards College of Business  
 College

 Runyan, Elizabeth  
 Originator

**Action**
 Add  Modify  Delete

**Modifications**
 Prerequisites  Description  Title  Credit  See Comments

**Course Details**

 CISM      3385      Special Tpcs in Mgnt Info Syst  
 Prefix      Number      Course Title

Title and description of specific courses to be specified at time of offering. Course may be repeated with permission up to a maximum of 10 hours.

**Course Catalog Description**

3.00		3.00	Fall - 2011		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

See hard copy catalog for pre-requisites.

**Corequisites**
**Rationale**

This course is no longer offered.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

 Present or Projected Annual Enrollment: 
**Comments**
 TEAC Approval Required

**College Approvals**

 \_\_\_\_\_  
 Gainey, Thomas [ APPROVED ]  
 Chair, Course Department

 \_\_\_\_\_  
 McIntyre, Faye [ APPROVED ]  
 Dean, RCOB

**Cross Listing Approvals**

 \_\_\_\_\_  
 N/A  
 Chair, Cross Listed Department

 \_\_\_\_\_  
 N/A  
 Associate Dean, Cross Listed College

**Other Approvals**

 \_\_\_\_\_  
 Ogletree, Tamra [ APPROVED ]  
 Chair, Undergraduate Academic Programs Committee

 \_\_\_\_\_  
 N/A  
 Chair, TEAC

**FINAL APPROVAL**

 \_\_\_\_\_  
 Aldrich, Michael [ REQUIRED ]  
 Chair, Faculty Senate

# **Addendum III**

I. To adopt the following learning outcomes for Core Area A1:

Core Area A1:

Demonstrate the ability to:

1. Recognize and identify appropriate topics for presentation in writing
2. Synthesize and logically arrange written presentations
3. Adapt written communication to specific purposes and audiences.

II. To adopt the following learning outcomes for Core Area A2:

Core Area A2:

Demonstrate the ability to:

1. Use mathematical principles.
2. Apply mathematics in real-world circumstances.

III. To adopt the following learning outcomes for Core Area B:

Core Area B:

Demonstrate the ability to:

1. Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.
2. Identify and critically analyze issues of social and cultural diversity.
3. Utilize problem solving and critical thinking skills.
4. Identify, evaluate, and correctly use information, language, and technology appropriate to one's needs.

IV. To adopt the following learning outcomes for Core Area C:

Core Area C:

1. Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement.
2. Students will recognize and make informed judgments about the fine, literary, or performing arts from various cultures.

V. To adopt the following learning outcomes for Core Area D:

Core Area D:

1. Apply scientific reasoning and methods of inquiry to explain natural phenomena.
2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.

VI. To adopt the following learning outcomes for Core Area E:

Core Area E:

1. Students will demonstrate the ability to think historically through: understanding of the political, social, economic, and cultural dimensions of world history; comprehension of causal relationships and patterns of change and continuity over time; or awareness of the social significance of ethnicity, gender, race, and class in historical events and study.
2. Students will demonstrate the ability to think historically through: understanding of the political, social, economic, and cultural dimensions of United States history; comprehension of causal relationships and patterns of change and continuity over time; or awareness of the social significance of ethnicity, gender, race, and class in historical events and study.
3. Students will demonstrate that they have developed: an understanding of the constitutional, institutional, political and legal processes of the U.S. and Georgia; an understanding of the interrelationship between American governmental institutions; and an understanding of the basic terminology of political science and U.S. politics.
4. Students will demonstrate a basic knowledge of the fundamental concepts of a discipline examining the social world.

# **Addendum IV**

1. Learning outcome for the Global Perspectives (GL) Core Learning Goal / Overlay:

Students demonstrate an understanding of the commonalities and differences among two or more societies, nations, or cultures (at least one of which has to be outside of the United States) in regard to any of the following: language, literature, aesthetics, politics, economics, or social and cultural practices.

2. Learning outcome for the US Perspectives Core Learning Goal / Overlay:

Students demonstrate an understanding of the social, cultural, and / or political development of the people and institutions of the United States.

3. Learning outcome for the Critical Thinking (CT) Core Learning Goal:

Students will demonstrate the abilities to interpret, analyze, evaluate, and explain statements and arguments taken from various kinds of evidence.

4. Courses for a match to the Global Perspectives (GL) Core Overlay:

ANTH 1100 and 1102

ENGL 2110

FILM 2100

FREN 1001, 1002, 2001, and 2002

GRMN 1001, 1002, 2001, and 2002

HIST 1111 and 1112

MUSC 1110

PHIL 2100 and 2130

PSYC 1101

XIDS 2301

5. Courses for a match to the US Perspectives Core Overlay:

ECON 2105

ENGL 2000, 2130, and 2180

HIST 2111 and 2112

MUSC 1120



# **Addendum V**

## Faculty Senate Meeting, November 12, 2010

**Action Item: The Senate AP&P committee requests the Senate to adopt the calendar, based on the survey that was conducted for All-Faculty in October.** The survey and its results are shown below.

### The FACULTY Survey with two items

**Item 1** Please rank the following four options in order of your preference, **1 for most preferred, 4 for the least preferred:**

A Fall semester calendar with...

\_\_\_\_\_ an end date\* of the 2<sup>nd</sup> weekend in December, 15 weeks of instruction, with the final exam period counting as one of those 15 weeks<sup>^</sup>. (Example for Fall 2011, the Start date: Monday Aug 22<sup>nd</sup> 2011 and End date: Dec 9<sup>th</sup>, 2011)

\_\_\_\_\_ an end date of the 3<sup>rd</sup> weekend in December, 15 weeks of instruction, with the final exam period counting as one of those 15 weeks (Example for Fall 2011, the Start date: Monday Aug 29<sup>th</sup> 2011 and End date: Dec 16<sup>th</sup>, 2011)

\_\_\_\_\_ an end date of the 2<sup>nd</sup> weekend in December, 16 weeks of instruction, with the final exam period counting as one of those 16 weeks. (Example, for Fall 2011, the Start date: Monday Aug 15<sup>th</sup> 2011 and End date: Dec 9<sup>th</sup>, 2011)

\_\_\_\_\_ an end date of the 3<sup>rd</sup> weekend in December, 16 weeks of instruction, with the final exam period counting as one of those 16 weeks. (Example, for Fall 2011, the Start date: Monday Aug 22<sup>nd</sup> 2011 and End date: Dec 16<sup>th</sup>, 2011)

\* “end date” refers to the day of graduation (e.g., 2<sup>nd</sup> weekend end date means graduation would take place on the 2<sup>nd</sup> weekend).

<sup>^</sup> UWG policy is instructors are not required to include a final exam in their course, and may instead use the final exam period time as additional instruction time. The current review of the academic calendar does not alter this policy, but merely reflects what is already in place.

**Item 2.** Please check your preferred choice for the structuring of Fall Break:

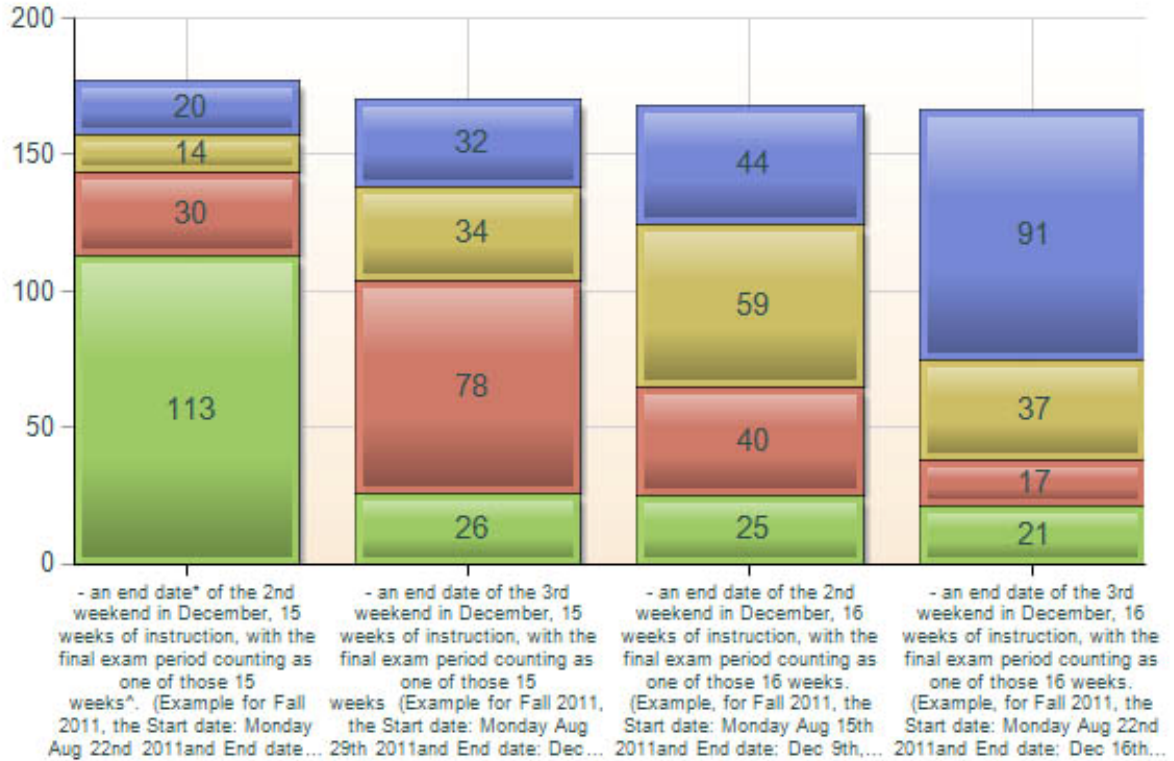
\_\_\_\_\_ dividing the break between mid-October (2 days) and Thanksgiving (3 days)

\_\_\_\_\_ combining the break for the week of Thanksgiving (5 days)

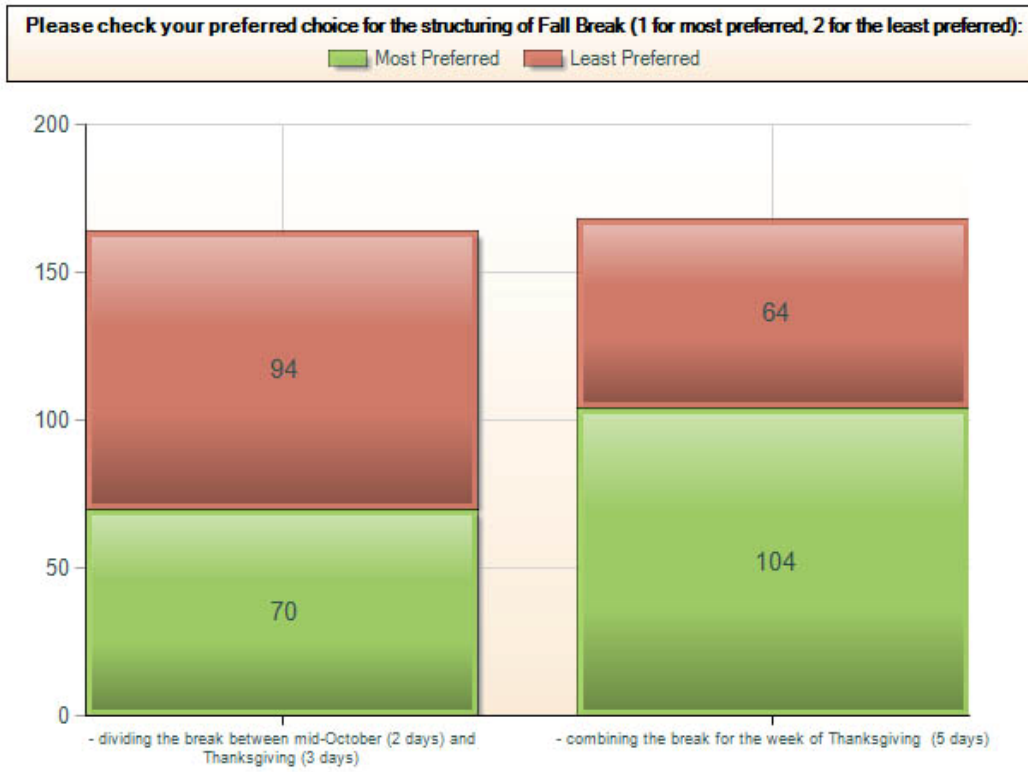
## RESULTS, ITEM 1

**Please rank the following four options in order of your preference, 1 for most preferred, 4 for the least preferred: A Fall semester calendar with...**

■ Most Preferred   
 ■ 2   
 ■ 3   
 ■ Least Preferred



## RESULTS, ITEM 2



# **Addendum VI**

## Course Update Request (Add, Delete, Modify)

## Originator

History  
DepartmentCollege of Arts and Sciences  
CollegePopov-Reynolds, Nadejda  
Originator

## Action

 Add  Modify  Delete

## Modifications

 Prerequisites  Description  Title  Credit  See Comments

## Course Details

HIST 5423 Women and Gender in the Ancient World  
Prefix Number Course Title

This course aims to introduce students to the roles of women of all social classes in different periods of Ancient Greece and Rome, as well as the problems of studying women's history in the Greco-Roman world. The course will combine a chronological approach with a thematic one, as each week will focus on women's roles and participation in a specific period and/or sphere of activity, such as religion, politics, the dramatic stage, the family and household, and law.

Course Catalog Description

3	0	3	Fall - 2011	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

## Prerequisites

Graduate student status or permission

## Corequisites

## Rationale

I am a new hire, and there are currently no courses in my field in the catalog. History majors have been asking for ancient history courses for the past few years. Furthermore, the topic of this particular class is bound to appeal to non-majors. In fact, when I taught this course at another university, it was filled beyond capacity, and almost half the students in the class were not history majors, but were taking it because of personal interest. Finally, the course would help the History department to diversify its offerings in areas outside American history.

## Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 5

## Comments

I have been ordering books in the field for the library, so the holdings are currently adequate.

 TEAC Approval Required

## College Approvals

Goodson, Howard (Dr.) [ APPROVED ]  
Chair, Course Department

Overfield, Denise [ APPROVED ]  
Associate Dean, College of Arts and Sciences

## Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

## Other Approvals

Jenks, David [ APPROVED ]  
Chair, Committee on Graduate Studies

N/A  
Chair, TEAC

## FINAL APPROVAL

Aldrich, Michael [ REQUIRED ]  
Chair, Faculty Senate

## HIST 5423: Women and Gender in the Ancient World

**Instructor:** Dr. Popov-Reynolds ([npopov@westga.edu](mailto:npopov@westga.edu))

**Office hours:** MTWTh 2:00-4:00PM, and by appointment

**Office location:** TLC 3221 (Office phone #: 678-839-5370)

You are always welcome to drop by my office, even outside of office hours, but I recommend calling in advance, to make sure that I am in.

**Course Description:** This course aims to introduce students to the roles of women of all social classes in different periods of Ancient Greece and Rome, as well as the problems of studying women's history in the Greco-Roman world. The course will combine a chronological approach with a thematic one, as each week will focus on women's roles and participation in a specific period and/or sphere of activity, such as religion, politics, the dramatic stage, the family and household, and law.

Some of the questions we will consider are:

1. What are the benefits, as well as the predicaments, of studying women's history as a separate field?
2. How can we get an accurate picture of women's history in a period where men are the authors of the vast majority of sources?
3. What role(s) do women play in everyday life and in the political realm in different periods of Greek and Roman history?
4. How are women affected by the political systems in different periods of Greece and Rome? For instance, how and why does women's life differ under a democracy versus an oligarchy, or under a Republic versus an Empire?
5. What are the attitudes towards women in Greek and Roman law?
6. How are women's bodies and ailments perceived in ancient medical texts? What do the attitudes towards women in ancient medicine tell us about the overall societal perceptions?
7. What types of women are praised and set up as role models in different periods and locations? What types of women are blamed and set up as villains or anti-heroines?

### **Learning Outcomes:**

Students who successfully complete this course will demonstrate the following:

1. An appreciation of the contributions of women to Greek and Roman history, and an understanding of the status and social roles of women in different periods of Ancient Greece and Rome
2. A familiarity with the most important primary sources available for the study of women in the ancient world
3. A familiarity with some of the most influential theoretical approaches used to study women's history in antiquity and today
4. An ability to analyze primary and secondary sources critically both orally and in writing, and to cite them correctly in papers and essays
5. A familiarity with the tools available for research in Ancient History

6. An ability to formulate an important research topic, and to carry out research on this topic, culminating in a 12-15 page paper

**Books (additional short readings will be posted on CourseDen):**

Elaine Fantham, *Women in the Classical World: Image and Text* (ISBN: 0195098625)

Mary Lefkowitz, *Women's Life in Greece and Rome: A Source Book in Translation* (ISBN: 0801883105)

Aristophanes, *Birds and Other Plays* (ISBN: 0199555672)

Ovid, *The Erotic Poems* (ISBN: 0140443606)

Debra Hamel, *Trying Neaira: The True Story of a Courtesan's Scandalous Life in Ancient Greece* (ISBN: 0300107633)

James Davidson, *Courtesans and Fishcakes: The Consuming Passions of Classical Athens* (ISBN: 0060977663)

Myles McDonnell, *Roman Manliness: Virtus and the Roman Republic* (ISBN: 052111893X)

Eva Cantarella, *Pandora's Daughters: The Role and Status of Women in Greek and Roman Antiquity* (ISBN: 080183385X)

Loroux, *Children of Athena: Athenian Ideas about Citizenship and the Division between the Sexes* (ISBN: 0691037620)

**Grading Policies:**

Attendance and participation in class discussions and activities: 10% of final grade

Ten Response Papers, 1-2 pages each: 20%

Each student will select ten short documents over the course of the term, and will write a response evaluating the depiction of women and gender in the chosen document.

Final Research Paper, 12-15 pages (due at the time of the final exam): 30%

See schedule below for paper progress guidelines.

Midterm Exam: 20%

A historiographical essay, and analysis of a previously-unseen document. The exam will be take-home.

Final Exam: 20%

Same format as the midterm.



**N.B. There will be no curve in this course!** Final grades will be assigned according to the following scale, keeping in mind that the University of West Georgia does not recognize +/- grades:

- 89.49 - 100 = A
- 79.49 - 89.48 = B
- 69.49 - 79.48 = C
- 59.49 - 69.48 = D
- < 59.48 = F

**Class Communication:**

Per university policy, all email communications between faculty and students should be limited to the UWG email accounts. I will not respond to emails sent from other accounts. Also in accordance with university policies, I cannot discuss your grade with you over email. I am, however, always happy to discuss your grade with you in person.

**Academic Dishonesty:**

Academic dishonesty on any assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. Academic dishonesty can take many shapes. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>

**Religious Holidays:**

Students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day. If you will miss class (including exams) to celebrate a religious holiday, you must notify me AT LEAST 14 days prior to the holiday so that we can make arrangements for you to make up the assignment. All make-up work must be completed no later than one week after the missed class.

**Classroom Etiquette:**

Please arrive to class on time, and plan to remain in class until the end of the session. Late arrivals and early departures are highly disruptive and distracting, in addition to being rude. When in class, I expect you to pay attention, ask questions if anything is unclear, and participate in class discussions. Please refrain from emailing or text-messaging during class, talking to your neighbors, or doing your nails/makeup/hair. Finally, please turn off your cell-phones when in class. Few faux-pas in the modern world are as rude and embarrassing as having your cell-phone ring during class. **If your phone rings during class, the instructor reserves the right to answer it for you.**

**Schedule of Assignments, Quizzes, and Exams**

**N.B. All assignments must be completed BEFORE class.**

Date	Lecture Topic	Reading Assignment
Week 1	Introduction: sources and	None

	problems; social categories; Assumptions and presuppositions of modern students about ancient women	In-class reading: Lefkowitz, 10-15 (Men's words in Women's literary speeches)
Week 2	Women and Goddesses in Archaic Greece: reconciling praise with blame	Fantham, 10-55; Lefkowitz, 2-7, 23-28; Homer's <i>Iliad</i> , selections from Books III and VI (on CourseDen); <i>Homeric Hymn to Aphrodite</i> (on CourseDen)
<b>GS section</b>	Women's public and private lives in Archaic Greece	
Week 3	Women in Classical Athens: household and law	Fantham, 68-127; Lefkowitz, 55-93; Lysias, On the Murder of Eratosthenes (on CourseDen)
<b>GS section</b>	The case against Neaira	Hamel, <i>Trying Neaira</i>
Week 4	Women's Roles in the family and in the <i>polis</i>	Euripides, <i>Medea</i> ; Sophocles, <i>Antigone</i> ; Fantham, 56-67
<b>GS section</b>	Gender and Greek religion	Iles Johnston, "Corinthian Medea and the Cult of Hera Akraia" and Krevans, "Medea as Foundation-Heroine" (on CourseDen)
Week 5	What if women ran the <i>polis</i> ? The evidence of comedy	Fantham, 128-135; Aristophanes, <i>Lysistrata</i> and <i>Assemblywomen</i> ; D. Schaps, "Women of Greece in Wartime" (on CourseDen)
<b>GS section</b>	Women and citizenship	Loroux, <i>Children of Athena</i>
Week 6	Women in the Hellenistic World; Women and Ancient Medicine	Fantham, 135-215; Lefkowitz, 225-272; The Hippocratic Oath (on CourseDen)
<b>GS section</b>	Studying gender through economic history	Davidson, <i>Courtesans and Fishcakes</i>
Week 7	<b>MIDTERM EXAM</b>	
Week 8	Women's Roles in the Roman Republic; Rural Women in the Ancient World; women's professions	Fantham, 216-277; Lefkowitz, 38-54, 161-162, 94-102, 129-133, 208-224; W. Scheidel, "The Most Silent Women of Greece and Rome: Rural Labour and Women's Life in the Ancient World" parts I and II (on CourseDen)
<b>GS section</b>		
Week 9	Ovid on Roman Women in the Age of Augustus; Research methods in Ancient History	Fantham, 280-292; Ovid, <i>The Art of Love</i> and <i>Cures for Love</i>
<b>GS section</b>	Livia	??
Week 10	Writing workshop and final paper topics meetings	Paper progress guideline: turn in topic
Week 11	Women in Roman Law and	Fantham, 294-344; Lefkowitz, 102-128 and

	Public Life	142-161 Paper progress guideline: turn in bibliography
<b>GS section</b>	Studying gender through legal history	Cantarella, <i>Pandora's Daughters</i>
Week 12	Women and Religion from Early Greece to Late Antiquity	Fantham, 345-398; Lefkowitz, 273-334 Paper progress guideline: turn in outline
<b>GS section</b>		
Week 13	Conclusion: Women's History as a field of study	Bassi, "Masculinity in Ancient Greece" (on CourseDen)
<b>GS section</b>	Manliness as a historical concept	McDonnell, <i>Roman Manliness</i>
Week 14	Final papers writing workshop for undergraduates	Paper progress guideline: turn in draft
<b>GS section</b>	Paper topics presentations and discussion of drafts	Drafts of other students
TBA	<b>FINAL EXAM</b>	

### Course Update Request (Add, Delete, Modify)

**Originator**

 History  
 Department

 College of Arts and Sciences  
 College

 Popov-Reynolds, Nadejda  
 Originator

**Action**
 Add  Modify  Delete

**Modifications**
 Prerequisites  Description  Title  Credit  See Comments

**Course Details**

 HIST 5432 The Roman Republic  
 Prefix Number Course Title

This course combines a chronological approach with a thematic one, in order to address such topics as evolution of the government system, social conflict, religion, the Roman family, and the Roman army over the course of the Roman Republic from the expulsion of the kings to the assassination of Julius Caesar.

**Course Catalog Description**

3	0	3	Fall - 2011	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Graduate status or permission

**Corequisites**
**Rationale**

I am a new hire, and at the moment, there are no courses in my field on the catalog. And yet, history majors have been demanding more ancient history for the past few years, indicating that there is a strong interest in all things Greek and Roman. In addition, the topic of the course -- Roman Republic -- would appeal to non-majors as well, since it has direct relevance for majors in such fields as Political Science, Philosophy, and English. After all, the effect of the ideal of the Roman Republic on the development of the government system of early America is well-known. Finally, inclusion of more courses on topics outside the US will allow the History program to continue expanding the diversity of its course offerings.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 5

**Comments**

I have been ordering the necessary books, so the library resources are sufficient to support this course at this time.

 TEAC Approval Required

**College Approvals**

 Goodson, Howard (Dr.) [ APPROVED ]  
 Chair, Course Department

 Overfield, Denise [ APPROVED ]  
 Associate Dean, College of Arts and Sciences

**Cross Listing Approvals**

 N/A  
 Chair, Cross Listed Department

 N/A  
 Associate Dean, Cross Listed College

**Other Approvals**

 Jenks, David [ APPROVED ]  
 Chair, Committee on Graduate Studies

 N/A  
 Chair, TEAC

**FINAL APPROVAL**

 Aldrich, Michael [ REQUIRED ]  
 Chair, Faculty Senate

## HIST 5432: The Roman Republic

**Instructor:** Dr. Popov-Reynolds ([npopov@westga.edu](mailto:npopov@westga.edu))

**Office hours:** MTWTh 2:00-4:00PM, and by appointment

**Office location:** TLC 3221 (Office phone #: 678-839-5370)

You are always welcome to drop by my office, even outside of office hours, but I recommend calling in advance, to make sure that I am in.

### Course description:

From the expulsion of the kings in 510 BCE to the death of Julius Caesar in 44 BCE, Rome's government was a Republic. In that period, Rome transformed from a small village on the Tiber to an empire spanning much of the Ancient Mediterranean, and reaching as far east as Britain. How did Rome do it? And how did the Republican system of government contribute to Rome's incredible military success? Also, how did the Roman Republic change over time, to accommodate the growing state? Finally, what were the causes of the fall of the Roman Republic? These are the questions that this class will explore in detail, combining a chronological approach with a thematic one, in order to address such topics as social conflict, religion, the Roman family, and the evolution of the Roman army over the course of the Republic.

Notably, the Roman Republic has experienced a thorough re-evaluation in recent scholarship. Students will be exposed to the most recent research on the Roman Republic as part of their reading assignments for the course.

### Learning Outcomes:

Students who successfully complete this course will demonstrate the following:

1. A familiarity with the key events in the history of the Roman Republic
2. An awareness of the most significant factors responsible for the fall of the Roman Republic
3. An understanding of the most important recent scholarly debates about the Roman Republic
4. An ability to analyze primary and secondary sources critically both orally and in writing, and to cite them correctly in papers and essays
5. A familiarity with the tools available for research in Ancient History
6. An ability to formulate an important research topic, and to carry out research on this topic, culminating in a 12-15 page paper.

### Required Books (additional short readings will be posted on CourseDen):

K.-J. Holkeskamp, *Reconstructing the Roman Republic: An Ancient Political Culture and Modern research*

[http://www.amazon.com/dp/0691140383/ref=rdr\\_ext\\_sb\\_ti\\_sims\\_1#](http://www.amazon.com/dp/0691140383/ref=rdr_ext_sb_ti_sims_1#)

Sallust, *The Jugurthine War and the Conspiracy of Catiline*

[http://www.amazon.com/Jugurthine-Conspiracy-Catiline-Penguin-](http://www.amazon.com/Jugurthine-Conspiracy-Catiline-Penguin-Classics/dp/0140441328/ref=sr_1_1?s=books&ie=UTF8&qid=1282243431&sr=1-1)

[Classics/dp/0140441328/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1282243431&sr=1-1](http://www.amazon.com/Jugurthine-Conspiracy-Catiline-Penguin-Classics/dp/0140441328/ref=sr_1_1?s=books&ie=UTF8&qid=1282243431&sr=1-1)

Plutarch, *Fall of the Roman Republic*

[http://www.amazon.com/Fall-Roman-Republic-Penguin-Classics/dp/0140449345/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1282243378&sr=1-1](http://www.amazon.com/Fall-Roman-Republic-Penguin-Classics/dp/0140449345/ref=sr_1_1?s=books&ie=UTF8&qid=1282243378&sr=1-1)

H. Flower, *Roman Republics*

[http://www.amazon.com/Roman-Republics-Harriet-I-Flower/dp/069114043X/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1282241694&sr=8-1#](http://www.amazon.com/Roman-Republics-Harriet-I-Flower/dp/069114043X/ref=sr_1_1?ie=UTF8&s=books&qid=1282241694&sr=8-1#)

N. Rosenstein, *A Companion to the Roman Republic*

[http://www.amazon.com/dp/1444334131/ref=rdr\\_ext\\_sb\\_ti\\_sims\\_1#](http://www.amazon.com/dp/1444334131/ref=rdr_ext_sb_ti_sims_1#)

H. Flower, *Ancestor Masks and Aristocratic Power in Roman Culture*

[http://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Dstripbooks&field-keywords=harriet+flower&ih=7\\_6\\_0\\_0\\_1\\_0\\_0\\_0\\_0\\_1\\_0\\_132&fsc=12](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=harriet+flower&ih=7_6_0_0_1_0_0_0_0_1_0_132&fsc=12)

P. Wiseman, *Unwritten Rome*

[http://www.amazon.com/Unwritten-Rome-T-P-Wiseman/dp/0859898237/ref=pd\\_sim\\_b\\_5](http://www.amazon.com/Unwritten-Rome-T-P-Wiseman/dp/0859898237/ref=pd_sim_b_5)

L. Keppie, *The Making of the Roman Army*

[http://www.amazon.com/Making-Roman-Army-Lawrence-Keppie/dp/1566193591/ref=sr\\_1\\_3?s=books&ie=UTF8&qid=1282311147&sr=1-3](http://www.amazon.com/Making-Roman-Army-Lawrence-Keppie/dp/1566193591/ref=sr_1_3?s=books&ie=UTF8&qid=1282311147&sr=1-3)

A. Wallace-Hadrill, *Rome's Cultural Revolution*

[http://www.amazon.com/Romes-Cultural-Revolution-Andrew-Wallace-Hadrill/dp/0521721601/ref=pd\\_sim\\_b\\_2](http://www.amazon.com/Romes-Cultural-Revolution-Andrew-Wallace-Hadrill/dp/0521721601/ref=pd_sim_b_2)

Vergil, *Aeneid*

[http://www.amazon.com/Aeneid-Penguin-Classics-Deluxe-DECKLE/dp/0143105132/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1282329088&sr=1-1](http://www.amazon.com/Aeneid-Penguin-Classics-Deluxe-DECKLE/dp/0143105132/ref=sr_1_1?s=books&ie=UTF8&qid=1282329088&sr=1-1)

### **Grading Policies:**

Attendance and active participation in class discussions and activities: 10%

Two book reviews: 25%

Each student will write two 3-page reviews evaluating two of the monographs assigned for the course. Book reviews are due on the day when the monograph will be discussed in class.

Midterm exam: 20%

The exam will be take-home, and will consist of an essay and analysis of an unseen piece of evidence.

Final exam: 20%

Same format as the midterm exam.

Final research paper (12-15 pages): 25%

The final paper is due at the time of the final exam. Late papers will NOT be accepted. Please see schedule of assignments below for progress guidelines on the final paper.

**N.B.** There will be no curve in this course! Final grades will be assigned according to the following scale, keeping in mind that the University of West Georgia does not recognize +/- grades:

- 89.49 - 100 = A
- 79.49 - 89.48 = B
- 69.49 - 79.48 = C
- 59.49 - 69.48 = D
- < 59.48 = F

**Class Communication:**

Per university policy, all email communications between faculty and students should be limited to the UWG email accounts. I will not respond to emails sent from other accounts. Also in accordance with university policies, I cannot discuss your grade with you over email. I am, however, always happy to discuss your grade with you in person.

**Academic Dishonesty:**

Academic dishonesty on any assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. Academic dishonesty can take many shapes. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>

**Religious Holidays:**

Students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day. If you will miss class (including exams) to celebrate a religious holiday, you must notify me AT LEAST 14 days prior to the holiday so that we can make arrangements for you to make up the assignment. All make-up work must be completed no later than one week after the missed class.

**Classroom Etiquette:**

Please arrive to class on time, and plan to remain in class until the end of the session. Late arrivals and early departures are highly disruptive and distracting, in addition to being rude. When in class, I expect you to pay attention, ask questions if anything is unclear, and participate in class discussions. Please refrain from emailing or text-messaging during class, talking to your neighbors, or doing your nails/makeup/hair. Finally, please turn off your cell-phones when in class. Few faux-pas in the modern world are as rude and embarrassing as having your cell-phone ring during class. **If your phone rings during class, the instructor reserves the right to answer it for you.**

**Schedule of Assignments and Exams**

**N.B.** All assignments must be completed BEFORE class.

Date	Lecture and Discussion Topics	Assignments
Week 1	Introduction	none
Week 2	Foundation of the Roman Republic;	Livy, Books 1-2 (on CourseDen)

	Myth and History in early Rome	Flower, pp. 1-60 Companion, ch. 6
<b>GS section</b>	The importance of origins	Vergil, <i>Aeneid</i>
Week 3	Republican Political Structure: the Roman army and the political assemblies	Polybius, Book 6 (on CourseDen) Companion, ch.s 1-5, 12
<b>GS section</b>	Recent approaches to reconstructing early Rome II	Wiseman, <i>Unwritten Rome</i>
Week 4	Patrician-Plebeian conflict and the evolution of Roman Republican society; The rise of Roman law	The Twelve Tables (on CourseDen) Companion, ch.s 11, 14, 16, 18
<b>GS section</b>	Research methods in ancient history	none
Week 5	Imperialism and the Punic Wars	Livy 21-22 (on CourseDen) Companion, ch.s 7, 13, 26
<b>GS section</b>	Methodological approaches to the Roman Republic	K.-J. Holkeskamp, <i>Reconstructing the Roman Republic: An Ancient Political Culture and Modern research</i>
Week 6	Cato and the changing politics of the 2 <sup>nd</sup> century BC	Plutarch, <i>Cato the Elder</i> (on CourseDen) Flower, pp. 61-79
<b>GS section</b>	Cato the Elder as historian	Fragments from Cato's <i>Origines</i> (on CourseDen)
Week 7	Religion and politics in the mid-Republic	Senatus Consultum de Bacchanalibus; Livy on the SC de Bacchanalibus (on CourseDen) Companion, 10, 15
<b>GS section</b>	Gender and religion	Flower, "Gender in the SC de Bacchanalibus" (on CourseDen); Forsythe, ch. 5
Week 8	Review and MIDTERM EXAM	none
Week 9	The Gracchi and the rise of Populares – Optimates politics	Plutarch, <i>Life of Tiberius Gracchus, Life of Gaius Gracchus</i> (on CourseDen) Flower, pp. 80-96 Companion 22, 27-28
<b>GS section</b>	The new culture of the late Republic	Wallace-Hadrill, <i>Rome's Cultural Revolution</i>
Week 10	The Jugurthine War and the Reforms of Marius	Sallust, <i>The Jugurthine War</i> ; Plutarch, <i>Life of Marius</i> FINAL PAPER TOPICS DUE
<b>GS section</b>	Republican military	Keppie, <i>The Making of the Roman Army</i>
Week 11	The Civil War of Marius and Sulla; dictatorship of Sulla; rise of Pompey	Plutarch, <i>Life of Sulla, Life of Pompey</i> Flower, pp. 97-134 Companion 8
<b>GS</b>	Redefining citizenship after the Social	None



<b>section</b>	War	
Week 12	The political career of Cicero; the Catilinarian conspiracy	Sallust, <i>The Conspiracy of Catiline</i> ; Plutarch, <i>Life of Cicero</i> ; Cicero, <i>The First Oration against Catiline</i> (on CourseDen) Companion 20-21, 23 FINAL PAPER BIBLIOGRAPHY DUE
<b>GS section</b>	Cicero and Pompey; political alliances in the late Republic	Cicero, <i>On the Command of Gnaeus Pompey</i>
Week 13	Roman aristocracy in the late Republic	Plutarch, <i>Cato the Younger</i> Flower, pp. 135-153 Companion 17, 19 FINAL PAPER OUTLINES DUE
<b>GS section</b>	Recent approaches to the history of the Republican aristocracy	Flower, <i>Ancestor Masks</i>
Week 14	The Civil War	Caesar, <i>Civil Wars</i> Companion 9
<b>GS section</b>	Biography as a historical approach	Plutarch, <i>Life of Caesar</i>
Week 15	<i>Dictator perpetuo</i> and the fall of the Roman Republic	Suetonius, <i>Life of Caesar</i> Flower, pp. 154-172 Companion 29 FINAL PAPER DRAFTS DUE
<b>GS section</b>	Final paper topics presentations and discussion of drafts	Drafts of all graduate-student papers
TBA	FINAL EXAM	FINAL PAPER DUE

### Course Update Request (Add, Delete, Modify)

**Originator**

History Department	College of Arts and Sciences College	Williams, Daniel Originator
-----------------------	-----------------------------------------	--------------------------------

**Action**
 Add    Modify    Delete

**Modifications**
 Prerequisites    Description    Title    Credit    See Comments

**Course Details**

HIST	5462	American Politics since 1933
Prefix	Number	Course Title

A study of the history of American politics from the New Deal to the present, with emphasis on the history of the presidency, electoral changes, political ideologies, political parties, and national political trends.

**Course Catalog Description**

3	0	3	Spring - 2011	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**
**Corequisites**
**Rationale**

I taught versions of this course successfully in 2007 and 2009, and I would like to continue offering this course to upper-level students in the departments of History and Political Science. This course will give students the knowledge to interpret contemporary political debates in a larger historical context, and will expose them to information that is essential to understanding recent American history, the emergence of contemporary American liberal and conservative political ideologies, voting trends, and presidential policies. No other course at UWG covers the same range of content.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

 Present or Projected Annual Enrollment: 
**Comments**

This course will be cross-listed with the Political Science Department as POLS 5462.

 TEAC Approval Required

**College Approvals**

Goodson, Howard (Dr.) [ APPROVED ]  
Chair, Course Department

Overfield, Denise [ APPROVED ]  
Associate Dean, College of Arts and Sciences

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Jenks, David [ APPROVED ]  
Chair, Committee on Graduate Studies

N/A  
Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]  
Chair, Faculty Senate

## **HIST 5462 / POLS 5462**

### **American Politics Since 1933**

Instructor: Dr. Dan Williams

Office Hours: TLC 3225

MWF, 9:30-10:30am

Tues., 2-5pm

Wed., 3:30-5:30pm

(and by appointment)

Email: [dkw@westga.edu](mailto:dkw@westga.edu)

Phone: 678-839-6046

Course website: [www.westga.edu/~dkwillia](http://www.westga.edu/~dkwillia)

Class Location:

Pafford 208

MW, 2:00-3:15pm

#### **Description:**

This course will explore the history of national politics from 1933 to the present. We will focus on four central themes throughout the semester: presidential policy and leadership, the development of modern conservative and liberal political ideologies, changes in the national party system, and significant national elections. This course will examine the reasons why political parties shift their positions on important issues, and why certain issues become part of the national political agenda. This course will also explore the arguments that twentieth-century American political thinkers made for both liberalism and conservatism. It will give you a more informed perspective on the American presidency, because you will have the opportunity in this class to analyze the policies of every president from Franklin Roosevelt to Barack Obama.

In short, this class will take you inside the smoke-filled rooms of political convention halls and the nation's capitol, behind the scenes of the nation's election campaigns, and inside the Oval Office to discover how the American political system works and the forces that determine the outcome of the nation's political debate.

Classes will consist mainly of interactive lectures and class discussions. I encourage all students to participate by asking questions during lectures and making comments in discussion sessions. In addition, graduate students will participate in weekly, one-hour, small discussion sessions that examine current monographs and articles on postwar American history.

#### **Learning Outcomes:**

Students in this course will demonstrate critical thinking skills, the ability to analyze opposing points of view, and the ability to evaluate contemporary political issues. Students will also demonstrate writing, research, and communication skills through the

research paper assignment, class discussions, and book analyses. The essay exams in this course will assess their knowledge of the origins and assumptions of modern liberalism and conservatism, the way in which the nation's major political parties have evolved to accommodate the interests of American voters, and the relative effectiveness of various presidential policies.

The graduate student discussion sessions in this course will give students an opportunity to demonstrate their knowledge of the historiographical trends in the field and an understanding of the scholarship in this historical discipline.

**Assessment:**

Students' final grades will be determined as follows:

Midterm exam	15%
Book analyses	20%
Research paper	25%
Class participation	20%
Final exam	20%

There will be no opportunity for extra-credit assignments in this course.

**Grading Methodology:** This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A- / B+), in order to evaluate students' written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

A = 95
A/A- = 94
A- = 92
A-/B+ = 90
B+ = 88
B+/B = 87
B = 85
B/B- = 84
B- = 82
B-/C+ = 80

(A similar pattern is used for grades in the C-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's essay must show evidence of original thinking and the ability to synthesize information from a wide variety of sources, as well as an accurate understanding of the material and good

writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned documents, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned documents, or poor writing-technique, even though they usually meet most of the basic requirements for the assignment.

Failing grades are assigned to work that does not meet the requirements and expectations for the assignment.

**Exams:** Graduate students will take two take-home exams in this course. You will receive the midterm exam essay question on March 7, and you will have until 5pm on March 14 to submit a 5-7 page essay in response to that question.

The take-home final exam will also require you to respond to an essay question. I will give you the exam question on April 23, and you will have until 5pm on April 30 to write 8-10 pages in response. The midterm and final exams will test your ability to analyze the concepts covered in graduate readings, discussions, and lectures.

**Book analyses and research paper:** You are required to write two 4-6 page analyses of two of the seven books that you read for this course. That analysis is due on the date on which the graduate discussion for the book takes place. A book review should give a brief summary of the book while highlighting the author's thesis or point of view, and it should also evaluate the historical significance of the subject. It should include a detailed analysis of the book's relationship to broader historical trends discussed in the textbook and the lectures. If you are reviewing a work of historical scholarship, you should discuss its usefulness to researchers and its relationship to other work in the field to the extent that you are able to do so. If you are evaluating a journalistic analysis, discuss the historical context in which it was written and the ways in which historians can use it as a source for their work. As a graduate student, you will be expected to demonstrate some awareness of the historiographical significance of the book that you review.

You will also be expected to write one 15-20 page research paper for this course. Consult the online guidelines for research papers for more information about this assignment.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

It should go without saying that all papers that you write must be your own work, and that any students who are caught plagiarizing another student's work, a paper from a web site, a textbook, or any other source will automatically fail this course and may be subject to further disciplinary action. Plagiarism is a serious offense that will not be tolerated.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

**Class participation:** Classes will consist of interactive lectures, which will give you a chance to ask questions and discuss the ideas presented in the readings. I will also expect you to attend weekly discussion sessions that I will hold for the graduate students. Most of your class participation grade will be based on your participation in these weekly meetings. At these sessions, we will discuss historiographical questions and the readings in greater depth, and will also discuss some of the graduate readings that do not appear on the undergraduate syllabus.

You are not required to attend the undergraduate book discussions, although you are welcome to do so if you would like.

**Class communication:** I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

University policy also prevents me from disclosing grades over email, so if you would like to discuss your grade on any assignment in the class, please set up an appointment to meet with me in my office. Please do not email me with a request for your grades, since I am not allowed to email that information to you.

To protect students' privacy rights, I will not return graded papers or exams to any third party (e.g., a student's friend or relative who asks to pick up a student's work on that person's behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student's grade to university administrators or other history department faculty (e.g., the department chair, students' advisors, or the graduate studies coordinator), but in all other cases, I will make every effort to maintain the confidentiality of students' grades.

I would like to do whatever I can to help you succeed in this course. Please do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office anytime that

you want to discuss your concerns about this course. I believe that this will be an excellent semester, and I'm pleased to welcome you to this class.

**Required readings:**

Graduate students in this course will follow a reading list that differs from that of the undergraduates who are taking HIST 4782. In addition to the assigned articles, which are listed on this syllabus, the following books are required for graduate student discussions, and can be ordered online or at the university library through GIL Express:

- Allida M. Black, *Casting Her Own Shadow: Eleanor Roosevelt and the Shaping of Postwar Liberalism* (Columbia University Press, 1996)
- E.J. Dionne, Jr., *Why Americans Hate Politics* (Simon & Schuster, 2004)
- John Ehrman, *The Eighties: America in the Age of Reagan* (Yale University Press, 2005)
- Robert Mason, *Richard Nixon and the Quest for a New Majority* (University of North Carolina Press, 2003)
- Lisa McGirr, *Suburban Warriors: The Origins of the New American Right* (Princeton University Press, 2001)
- Catherine E. Rymph, *Republican Women: Feminism and Conservatism from Suffrage Through the Rise of the New Right* (University of North Carolina Press, 2006)
- Frank Stricker, *Why America Lost the War on Poverty – and How to Win It* (University of North Carolina Press, 2007)

**Class Schedule:****Class Schedule:**

- 1/08 Introduction: A Short History of American Political Parties
- 1/10 The New Deal: How an Economic Experiment Reshaped the Nation's Politics
- 1/15 No class (Dr. Martin Luther King, Jr., Day)
- 1/17 Opposition to the New Deal
- 1/22 The Roosevelt Presidency in Peace and War  
 Graduate discussion: The New Deal:  
 William E. Leuchtenburg, "The New Deal at the End of the Twentieth Century,"  
 in Milkis and Mileur, *The New Deal and the Triumph of Liberalism* (photocopied  
 handout).  
 Frank B. Freidel, "The New Deal: Laying the Foundation for Modern America,"  
 in *The Roosevelt New Deal: A Program Assessment Fifty Years After*, ed. Wilbur  
 J. Cohen, pp. 3-18 (photocopied handout).  
 Jerold S. Auerbach, "New Deal, Old Deal, or Raw Deal: Some Thoughts on New  
 Left Historiography," *J. of Southern History*, 35 (1969): 18-30 (JSTOR).  
 Winifred D. Wandersee, "A New Deal for Women: Government Programs, 1933-  
 1940," in *The Roosevelt New Deal* (photocopied handout).
- 1/24 Postwar Liberalism and the Truman Presidency  
**Research paper topic due**
- 1/29 The Cold War's Effect on National Politics  
 Graduate discussion: Black, *Casting Her Own Shadow*
- 1/31 Undergraduate discussion of *Casting Her Own Shadow*  
 (Graduate students are not required to attend)
- 2/05 Civil Rights Issues and the Nation's Political Parties  
 Graduate discussion: The Election of 1948  
 Harvard Sitkoff, "Harry Truman and the Election of 1948: The Coming of Age of  
 Civil Rights in American Politics," *J. of Southern History*, 37 (1971): 597-616  
 (JSTOR).  
 Robert A. Divine, "The Cold War and the Election of 1948," *J. of American  
 History*, 59 (1972): 90-110 (JSTOR).
- 2/07 The Eisenhower Presidency  
**Research paper source list due**
- 2/12 John F. Kennedy's New Frontier



- Graduate discussion: John F. Kennedy and Civil Rights  
 John Hart, "Kennedy, Congress, and Civil Rights," *J. of American Studies*, 13 (1979): 165-178 (JSTOR).  
 Daniel Stevens, "Public Opinion and Public Policy: The Case of Kennedy and Civil Rights," *Presidential Studies Quarterly*, 32 (2002): 111-136 (JSTOR).
- 2/14 Lyndon Johnson's Great Society
- 2/19 Undergraduate discussion of *Lyndon B. Johnson and American Liberalism*  
 (Graduate students not required to attend undergraduate discussion)  
 Graduate discussion: Stricker, *Why America Lost the War on Poverty*
- 2/21 The Rise of a Conservative Movement
- 2/26 Three Elections: 1964, 1966, and 1968  
 Graduate discussion: McGirr, *Suburban Warriors*
- 2/28 Undergraduate discussion of *Conscience of a Conservative*  
 (Graduate students are not required to attend)
- 3/05 The Nixon Presidency, Part 1  
 Graduate discussion: The Silent Majority and the Transformation of the GOP  
 Jonathan Rieder, "The Rise of the Silent Majority," in *The Rise and Fall of the New Deal Order*, pp. 243-268 (photocopied handout).  
 Mason, *Richard Nixon and the Quest for a New Majority*
- 3/07 The Nixon Presidency, Part 2
- 3/12 Cultural politics in the 1970s  
 No graduate discussion
- 3/14 **Midterm exam essay due by 5pm**
- 3/19-23 – Spring Break
- 3/26 Ford and Carter: Moderation in a Troubled Time  
 Graduate discussion: Republican women and cultural politics in the 1970s  
 Rymph, *Republican Women*, pp. 188-249.
- 3/28 Ronald Reagan and the Conservative Movement  
**First draft of research paper due**
- 4/02 Undergraduate discussion of *The Eighties*  
 (Graduate students not required to attend undergraduate discussion)  
 Graduate discussion: Ronald Reagan

Ted V. McAllister, "Reagan and the Transformation of American Conservatism,"  
in *The Reagan Presidency*, ed. W. Elliot Brownlee and Hugh Davis Graham  
(photocopied handout)  
Ehrman, *The Eighties*

- 4/04 Global Changes and National Elections, 1985-1992
- 4/09 The Clinton Presidency and the Political Polarization of the 1990s  
Graduate discussion: Dionne, *Why Americans Hate Politics*
- 4/14 George W. Bush and Neoconservative Politics
- 4/16 Was the 2008 Election a Realignment?  
Graduate discussion: The 2008 presidential election and political realignment  
Demetrios James Caraley, "Three Trends over Eight Presidential Elections, 1980-2008: Toward the Emergence of a Democratic Majority Realignment?" *Political Science Quarterly*, 124 (2009): 423-442 (EBSCOhost Academic Search Premier).  
David A. Hopkins, "The 2008 Election and the Political Geography of the New Democratic Majority," *Polity*, 41 (2009): 368-387 (ProQuest).
- 4/23 Undergraduate discussion of *Audacity of Hope*  
(Graduate students are not required to attend)
- 4/25 Liberalism, Conservatism, and Contemporary Politics: An Assessment  
(No graduate discussion)  
**Research paper due**
- 4/30 **Final exam essays due at 5pm**

### Course Update Request (Add, Delete, Modify)

**Originator**

 Leadership and Applied Instruction  
 Department

 College of Education  
 College

 Plummer, Danielle (Ms.)  
 Originator

**Action**
 Add  Modify  Delete

**Modifications**
 Prerequisites  Description  Title  Credit  See Comments

**Course Details**

 SEED 7220 Introduction to the Profession  
 Prefix Number Course Title

This course is an introduction to teaching in middle and high schools.

**Course Catalog Description**

1		1	Fall - 2011	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

None

**Corequisites**

None

**Rationale**

This is a new course in the MAT proposed program. Rationale: Since candidates entering the MAT program will have made a decision to choose teaching as a profession, and because they have not taken the introductory courses from the undergraduates programs, it is believed that they need an introductory course to the profession which includes an overview of the milieu of secondary education, a review of the Georgia Code of Ethics, school law, and a general introduction to the educational profession. Therefore, this course is being proposed as an introduction to the field. The plans are that this course will be a hybrid course, taught primarily online.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 60

**Comments**
 TEAC Approval Required

**College Approvals**

Butts, Frank [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Jenks, David [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Proposed Syllabus****SEED 7220****INTRODUCTION TO THE PROFESSION**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:  
Department Line:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>  
  
CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>  
  
UWG Distance Learning  
<http://distance.westga.edu/>  
  
UWG On-Line Connection  
<http://www.westga.edu/~online/>  
  
Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>  
  
Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>

## COURSE DESCRIPTION

This course is an introduction to teaching in middle and high schools.

## CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

## COURSE OBJECTIVES

Students will:

1. discuss the course overview, list and explain critical issues affecting the profession today, and demonstrate how these issues apply to these students as prospective educators (Sadker & Zittleman, 2008);

*(Culturally Sensitive, Empathetic, Knowledge; INTASC 1-10)*

2. examine legal issues affecting education in general, and apply various court decisions to their status as an educator in particular (Morrison, 2006; Pugach, 2009; Sadker, 2008);

*(Decisive Leading, Adaptive, Collaborative, Knowledge, Reflective; INTASC 4, 5, 6, 7, 8)*

3. examine the code of ethics involved in becoming a professional, and discuss how these standards apply to them as future teachers (Hall & Gollnick; Kauchak & Eggen, 2008);

*(Culturally Sensitive, Empathetic, Knowledge, Proactive, Reflective: INTASC 1-10)*

4. examine the Professional Dispositions of behaviors relevant to UWG teaching, discuss their importance and connect these ten standards to the COE's expectations for students during their field experiences, e.g. UWG students will demonstrate social maturity and the belief that all students can learn (Sadker & Zittleman, 2007; Sadker & Zittleman, 2008);

*(Adaptive, Knowledge, Proactive, Reflective; INTASC 1-10)*

5. examine the COE's Conceptual Framework and demonstrate understanding by applying these ten descriptors to their status as a professional educator (COE's webpage; Kauchak & Eggen, 2008);

*(Decisive, Leading, Adaptive, Proactive, Reflective; INTASC 1-10)*

6. examine the diversity of the public classroom and discuss those strategies needed to successfully reach each and every student, e.g. ELL, students with special needs, race and ethnicity, gender (Sadker & Zittleman, 2007; Sadker & Zittleman, 2008);

*(Decisive, Leading, Adaptive, Culturally Sensitive, Empathetic, Proactive, Reflective; INTASC 2, 3, 4, 6, 9, 10)*

7. examine the governance of secondary schools, and develop a better understanding of the lines of authority affecting education, e.g. discuss the policy making authority of the state's DOE, local school boards, and NCLB (Sadker & Zittleman, 2007; Sadker & Zittleman, 2008); and

*(Adaptive, Culturally Sensitive, Empathetic, Knowledge, Proactive; INTASC 1, 6, 9)*

8. analyze the characteristics of the effective professional educator, and discuss what that means to them (Pugach, 2009; Sadker & Zittleman, 2008; Wong & Wong, 2009).

*(Decisive, Leading, Adaptive, Culturally Sensitive, Empathetic, Knowledge, Proactive, Reflective; INTASC 1-10)*

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

**Required Text:** Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2009). *The act of teaching* (5th ed). Columbus, OH: McGraw Hill.

### **References:**

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2009). *The act of teaching* (5th ed). Columbus, OH: McGraw Hill.

Hall, G., Quinn, L., & Gollnick, D. (2008). *The joy of teaching: Making a difference in student learning*. Boston, MA: Allyn and Bacon.

Kauchak, D., & Eggen, P. (2008). *Introduction to teaching: Becoming a professional*. Columbus, OH: Merrill Prentice Hall.

Martin, D., & Loomis, S. (2007). *Building teachers: A constructivist approach to introducing Education*. Belmont, CA: Thomson Higher Education.

Morrison, G. (2006). *Teaching in America* (4<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Pugach, M. (2009). *Because teaching matters: An introduction to the profession* (2<sup>nd</sup> ed.). Danvers, MA: John Wiley & Sons, Inc.

Sadker, D., & Zittleman, K. (2008). *Teachers, schools, and society: A brief introduction to education* (2<sup>nd</sup> ed.). NY: McGraw Hill, Inc.

Sadker, D., Sadker, M., & Zittleman, K. (2008). *Teachers, schools, and society: A brief introduction to education* (8<sup>th</sup> ed.). Boston, MA: McGraw Hill, Inc.

Wong, H., & Wong, R. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry Wong Publications, Inc

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments:**

1. Philosophy Paper. Students will submit their own personal educational philosophy paper defining it and describing their use of that philosophy in their classroom instruction. (40 pts)  
*Course Objective 8*
2. Supreme Court Topics. Students, working in groups, will present in class a specific Supreme Court case describing its history, the decision, and how it affected education: e.g. *Brown v. Board of Education, Engel v. Vitale*. (30 pts)  
*Course Objectives 1, 2, 4, 5, 8, 10*
3. Special Topics. Students, working in groups and using tri-folds, will present in class the definition of their topic, its purpose, and at least three pros/cons of that topic: e.g. merit pay, tenure, home schools, NCLB. (40 pts)  
*Course Objectives 1, 2, 4, 5, 6, 7, 8, 9, 10*
4. Attendance. Students are expected to attend class on a regular and punctual basis. More than two absences will result in at least one letter grade deducted unless some type of document is presented to justify the absence: e.g. funeral, medical situation, jury duty. (20 pts)  
*Course Objectives 1-10*

**Evaluation Procedures:**

**Assignments will be graded by the professor. 140 points.**

**Grading:**

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance:

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit:Late Work:Professional Conduct:

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. *You might want to add other ways you'll communicate with students, especially if you have an online course (e.g. via CourseDen).*



**CLASS OUTLINE**

Week 1	Introduction to course
Week 2	Dispositions
Week 3	Conceptual Framework
Week 4	Legal Issues
Week 5	Code of Ethics
Week 6	Diversity
Week 7	Midterm Exam
Week 8	Guest Speaker, e.g., principal
Week 9	Field Experiences, Teacher's Education Handbook
Week 10	Guest Speaker, e.g., school counselor
Week 11	Governance of Schools
Week 12	Professionalism
Week 13	Presentation of papers
Week 14	Presentation of papers
Week 15	Final Exam

### Course Update Request (Add, Delete, Modify)

**Originator**

 Curriculum and Instruction  
 Department

 College of Education  
 College

 Plummer, Danielle (Ms.)  
 Originator

**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 SEED 7289 Teaching Internship Seminar  
 Prefix Number Course Title

This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program.

**Course Catalog Description**

3		3	Fall - 2011	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Admission to Teacher Education.

**Corequisites**

Taken concurrently with SEED 7286 or 7288.

**Rationale**

Rationale: This is the capstone course for the Masters of Arts in Teaching program. Candidates take it along with internship. It is needed, as all seminar classes, to give students the opportunity to reflect on their practice and learn from their collective experiences in the field. An electronic portfolio is required as an instrument to allow candidates to express themselves as the young professionals they are. It is needed, just as seminars are in all programs.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 60

**Comments**
 TEAC Approval Required

**College Approvals**

Butts, Frank [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Jenks, David [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

SEED 7289

**TEACHING INTERNSHIP SEMINAR**

Semester Hours: 3

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>

## COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education.

This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program. Taken concurrently with SEED 7286 or 7288.

## CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

## COURSE OBJECTIVES

### Students will:

1. discuss issues related to internship, including topics derived from didactic course work, topics of group interest and topics introduced by guest speakers and the course instructor (Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence, Field Based Inquiry)  
(Standards: INTASC 4, 7, 9)
2. reflect on the knowledge and skills that were experienced in the required educational program  
(Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence)  
(Standards: INTASC 3, 4, 8, 9)
3. reflect on the practices implemented as a part of the current and previous field experiences  
(Marzano, 2007);

(Conceptual Framework Descriptors: Professional Excellence, Field Based Inquiry)

(Standards: INTASC 3, 4, 8, 9)

4. complete a summary/reflective/assessment portfolio (complete electronic portfolio and printed pre/post- assessment portfolio) designed to demonstrate mastery of program content  
(Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence)  
(Standards: INTASC 1-10)
  
5. compose a reflective composition on growth as a professional that incorporates the understanding of how content, pedagogy, diversity, ethics, and technology affect the teaching profession – summary of teacher preparation process  
(Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence, Field Based Inquiry, Betterment of Society)  
(Standards: INTASC 1-10)

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **Recommended Text:**

Constantino, P. M., & DeLorenzo, M. N. (2008). *Developing a professional teaching portfolio: A guide for success*, 3<sup>rd</sup> ed. Boston, MA: Allyn & Bacon.

### **References:**

- Alvermann, D.E., Phelps, S.F. & Gillis, V.R. (2009). *Content area reading and literacy: Succeeding in today's diverse classrooms*, 6<sup>th</sup> ed. Boston: Allyn & Bacon.
- Brookfield, S. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom*, 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*, 2<sup>nd</sup> ed. Alexandria, VA: Association for Supervision and Curriculum.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum.
- Gargiulo, R.M. & Metcalf, D. (2009). *Teaching in today's inclusive classrooms: A universal design for learning approach*. Florence, KY: Wadsworth Publishing.
- Heacox, D. (2009). *Making differentiation a habit: How to ensure success in academically diverse classrooms*. Minneapolis, MN: Free Spirit Publishing.
- Wormeli, R. (2006). *Fair isn't always equal*. Portland, ME: Stenhouse Publishers.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Assignments:

1. Seminar Meetings and On-line Discussions: Students are expected to maintain regular and punctual attendance at all seminar meetings. Students are also expected to actively and reflectively participate in all seminar meetings and on-line discussions. Students must post their own reflections and respond to two other postings for each on-line discussion.  
(Course Objectives 1-3)
2. Foliotek: Students must complete ALL Foliotek requirements this semester – UWG Framework Descriptors, Content Standards, and Professional Artifacts (Resume/Vita, Teaching Philosophy, and Effect on Instruction). For each standard, students must have at least one (1) artifact that demonstrates their competence in that standard. Students may use the same artifact for NO MORE THAN TWO (2) standards. For each standard, students must include a reflection justifying how the artifact(s) demonstrate their competency in that standard. Artifacts must be revised if necessary before submission. ***Successful completion of the portfolio using Foliotek is a minimum requirement for passing this course. If a student does not receive a “MET” on all standards in Foliotek, this will result in an F grade for the entire course. Artifacts that are not appropriately submitted, not revised or missing will result in a “DOES NOT MEET” for that standard.***  
(Course Objective 4)
3. Reflective Paper: Students will compose a reflective paper that communicates their growth as a professional in regards to understanding how content, pedagogy, diversity, ethics, and technology affect the teaching profession – a summary of your teacher preparation process through UWG.  
(Course Objective 5)

### EVALUATION PROCEDURES

Assignments will be graded by the course instructor, based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Each assignment will be assigned a specific number of points. Failure to meet deadlines/guidelines for the assignments may result in a grade reduction.

Activity		Points available	Assessment Tools
<b>Seminar Meetings and On-line Discussions</b>		150	Rubric
<b>Foliotek</b>	UWG Framework Descriptors	500	Rubric
	Content Standards	50	Rubric
	Professional Artifacts		
	Resume/Vita	50	Rubric
	Teaching Philosophy	50	Rubric
	Effect on Instruction	150	Rubric
<b>Reflective Paper</b>		50	Rubric
<b>TOTAL Points Possible</b>		<b>1000</b>	

Grading Policy:

Final grades will be distributed according to the following scale:

A = 900 – 1000	D = 600 – 699
B = 800 – 899	F = below 600 or fail Field Experience or fail Foliotek
C = 700 – 799	

### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Students are expected to attend all class, lab, and clinical experience sessions and are accountable for all materials covered. Course grades are reduced for absences and tardiness.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:  
[http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Students are also expected to actively participate in class activities and discussions and conduct themselves professionally at all times. Course grades are reduced for failure to actively participate and maintain professional conduct.

Extra Credit: There is no extra credit available for this course.

Late Work: Late work is accepted at the discretion of the instructor. Students are responsible for all missed work and assignments due to absences. Points will be deducted for late work submissions.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

**Field Placement Policy – 5.4. DISCONTINUATION POLICY [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]**

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined in the Code of Ethics adopted by the Professional Standards Commission; or in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.

In such circumstances, the following actions may be taken:

1. The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.
2. The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.
3. The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.
4. The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.



Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

### CLASS OUTLINE (Tentative)

Note: Dates might change depending on the availability of the guest speakers. Notices will be sent via CourseDen.

Week	Topic	Due
1	Introduction, syllabus, Foliotek, CourseDen	Student Information Profile
2	CourseDen – Weekly Reflections	
3	<b>Guest Speaker</b> – Code of Ethics CourseDen – Weekly Reflections	Proof of Liability Insurance!!!
4	CourseDen – Weekly Reflections and Marzano	
5	CourseDen – Weekly Reflections	1 UWG Framework Descriptor
6	<b>Guest Speaker</b> – Career Services CourseDen – Weekly Reflections and Marzano	Resume and Why Hire ME?
7	CourseDen – Weekly Reflections and Marzano	Philosophy of Education
8	CourseDen – Weekly Reflections and Marzano	
9	<b>Guest Speaker</b> – High School Principal CourseDen – Weekly Reflections	3 UWG Framework Descriptors
10	CourseDen – Weekly Reflections and Marzano	
11	CourseDen – Weekly Reflections and Marzano	3 UWG Framework Descriptors
12	<b>Guest Speaker</b> – CourseDen – Weekly Reflections	
13	CourseDen – Weekly Reflections and Marzano	3 UWG Framework Descriptors
14	CourseDen – Weekly Reflections and Marzano	
15	CourseDen – Weekly Reflections and Marzano	
16	CourseDen – Weekly Reflections and Marzano	
17	<b>Presentations</b>	

## Course Update Request (Add, Delete, Modify)

## Originator

Leadership and Applied Instruction  
DepartmentCollege of Education  
CollegePlummer, Danielle (Ms.)  
Originator

## Action

 Add  Modify  Delete

## Modifications

 Prerequisites  Description  Title  Credit  See Comments

## Course Details

SEED 7291 Instruction and Management in the Classroom  
Prefix Number Course Title

This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

## Course Catalog Description

3 Lec Hrs      3 Credit Hrs      Fall - 2011 Effective Term      Every Term Frequency      Letter Grade Grading

## Prerequisites

None

## Corequisites

None

## Rationale

This is a new course in the proposed MAT program. Rationale: Before candidates take the strategies courses, it is perceived that they need an introduction to teaching. This course will address classroom management, introduction to lesson and unit planning, an overview of student populations, an introduction to state standards and standards-based classrooms, and an introduction to theories of education. In the cohort model that is proposed for the MAT, this course will precede the taking of a strategies course. This course will be partially online.

## Planning Info

 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 60

## Comments

 TEAC Approval Required

## College Approvals

Butts, Frank [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

## Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

## Other Approvals

Jenks, David [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

## FINAL APPROVAL

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Proposed Syllabus****SEED 7291****INSTRUCTION AND MANAGEMENT IN THE CLASSROOM**

Semester Hours: 3

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:  
Department Line:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>

## COURSE DESCRIPTION

This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

## CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards [Interstate New Teacher Assessment and Support Consortium (INTASC)] also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

## COURSE OBJECTIVES

Students will:

1. find and use the Georgia Performance Standards appropriate to their subject area. (Georgia Department of Education, 2002);  
*(Inquisitive, Knowledgeable, INTASC 7)*
2. discuss current theories (e.g., learning styles, multiple intelligences) as they relate to curriculum development (Cruickshank, Jenkins, & Metcalf, 2009);  
*(Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10)*
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning (Banks & Banks, 2006; Kellough & Carjuzaa, 2009);  
*(Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10)*
4. design curriculum materials and instruction using a variety of tools, e.g., traditional tests, rubrics (Cruickshank, Jenkins, & Metcalf, 2009, Kellough & Carjuzaa, 2009);  
*(Decisive, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8)*
5. develop a perspective on key concepts of organizing a classroom and managing student behavior by reading and role playing (Sprick, 2006; Winstein, 2007);

*(Decisive, Knowledgeable, Empathetic; INTASC 5, 10)*

6. analyze the importance of routines and procedures to successful classroom management (Sprick, 2006; Winstein, 2007); and

*(Decisive, Knowledgeable, Empathetic; INTASC 5, 10)*

7. develop lesson plans based on a variety of models (Cruickshank, Jenkins, & Metcalf, 2009, Wiggins & McTighe, 2005).

*(Decisive, Knowledgeable, Culturally Sensitive; INTASC 1, 4, 7)*

### TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s):** Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2009). *The act of teaching* (5th ed). Columbus, OH: McGraw Hill.

*Teacher education handbook: Policies and procedures handbook.* (2009-2010). Carrollton, GA: College of Education. May be found on the College of Education web page at [http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

#### References:

Banks, J., & Banks, C. (2006). *Multicultural education: Issues and perspectives* (6th ed). Boston, MA: Wiley & Sons.

Charles, C. M. (2011). *Building classroom discipline* (10th ed.). Boston, MA: Pearson.

Cooper, J. (Ed.) (2006). *Classroom teaching skills* (8th ed.). Boston, MA: Houghton Mifflin.

Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2009). *The act of teaching* (5th ed). Boston, MA: McGraw Hill.

Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.

Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA: Author.

Kellough, R. D., & Carjuzaa, J. (2009). *Teaching in the middle and secondary schools* (9th ed.). Upper Saddle River, NJ: Pearson.

Roberts, P. L., & Kellough, R. O. (2008). *A guide for developing interdisciplinary thematic units* (4th ed.). Upper Saddle River, NJ: Pearson.

Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco, CA: Wiley & Sons.

*Teacher education handbook: Policies and procedures handbook.* (2009-2010). Carrollton, GA: College of Education. May be found on the College of Education web page at

[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

Weinstein, C. S. (2007). *Middle and secondary classroom management: Lessons from research and practice* (3rd ed.). Boston, MA: McGraw-Hill.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments:**

Assignment 1: Classroom Management Plan (100 points). Students will prepare a discussion of what they anticipate their classroom being like, including how it will look physically, what rules, routines, and procedures will be prescribed for their future students, and a discussion of how instruction will take place in their classroom setting, e.g., large and small grouping.

(Objectives 5-6)

Assignment 2: Lesson Plans (100 points). Students will prepare two lesson plans based on their content, e.g., history, English, constructed using the Understanding by Design format. They will be expected to use one lesson plan in their lab setting and have a review done by their cooperating teacher or university supervisor. The lesson plans should use different strategies and demonstrate how the student will diversify for learners with different needs.

(Objectives 1, 2, 3, 7)

Assignment 3: Rubric and Test (50 points). Students will develop a test and rubric on some GPS in their content area. The test should include a variety of items and the rubric should be about a paper or presentation in the classroom.

(Objectives 1-4)

Assignment 4: Micro-Teaching (100 points). Students will teach the class for a period of 15 minutes using a strategy other than lecture. They will present an abbreviated lesson plan that includes the GPS addressed and an outline of the procedures to be used.

(Objectives 1-4)

Assignment 5: Exams (100 points). There will be two exams during the semester that will test students' knowledge of the text and class discussion.

(Objectives 1-7)

Assignment 6: Reflections (50 points). Students will prepare 5 reflection papers based upon their experiences in classrooms. Guidelines will be placed on the website or CourseDen page that supports this course.

(Objectives 1-7)

**Evaluation Procedures:**

Assignment	Points	Assessment Tools	Due Date
1. Classroom Management Plan	100	Professor evaluation	
2. Lesson Plans	100	Guidelines based on Understanding by Design	
3. Rubric and Test	50	Professor evaluation	
4. Micro-teaching	100	Rubric	
5. Mid-term Exam	50	Professor evaluation	
5. Final Exam	50	Professor evaluation	
6. Reflections	50	Professor evaluation	

**Grading:**

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

**Attendance:** This is the beginning of your professional career as a teacher. Attendance is expected at all classes, just as attendance is expected of teachers in a school. If a student has extenuating circumstances, it is the responsibility of the student to contact the professor by telephone or electronic mail ahead of time explaining the cause of their impending absence, just as one will when employed by a school. After two absences, 25 points will be deducted for each absence.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

## CLASS OUTLINE

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due
Week 1	Read Chapter 3.	Introduction to class. Overview of diversity in schools, including race, ethnicity, gender issues, ELL, diversity among family compositions.	None.
Week 2	Read Chapter 4.	Discussion of learning styles, multiple intelligences, differentiation.	None.
Week 3	Read Chapter 12.	Discussion of classroom management.	
Week 4	Read Chapter 13. Review Unit 2 in text on reflection.	Role-play and discuss classroom discipline problems/challenges. Will use Unit 3 in text.	Classroom Management Assignment due.
Week 5	Read Chapter 5.	Discussion of motivating students. Watch video, <i>All Means All : What Part of Me Can't You Teach.</i>	Reflection 1 due.
Week 6	Read Chapter 6.	Introduction to lesson planning. Review for exam.	
Week 7	Mid-term.	Exam.	Lesson Plans due.
Week 8	Read Chapters 7 and 8.	Practice and share different strategies for teaching.	Reflection 2 due.
Week 9	Read Chapter 9	Review of different ways of assessing learning.	
Week 10	Read articles from Docutek.	Continue to discuss testing, especially formative assessment. Watch the video, <i>Testing, Testing, Testing.</i>	Rubric and Test due.
Week 11	Read Chapter 10 and 11.	Discussion of professionalism, school law and ethics. Guest speaker.	Reflection 3 due.
Week 12	Prepare for Micro-teaching. Read Unit 1 in text.	Micro-teaching.	Reflection 4 due.
Week 13	Prepare for Micro-teaching.	Micro-teaching.	
Week 14	Read Chapter 14 and review the College of Education's Conceptual Framework.	Review for Final Exam. Evaluation.	Reflection 5 due.
Week 15	Prepare for Final Exam.	Take Final Exam.	Log of field experiences.



### Course Update Request (Add, Delete, Modify)

**Originator**

Leadership and Applied Instruction  
Department

College of Education  
College

Plummer, Danielle (Ms.)  
Originator

**Action**

Add  Modify  Delete

**Modifications**

Prerequisites  Description  Title  Credit  See Comments

**Course Details**

SEED 7291L Instruction and Management in the Classroom Lab  
Prefix Number Course Title

This course consists of the field experience that accompanies SEED 7291.

**Course Catalog Description**

1		1	Fall - 2011	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Admission to Teacher Education. Application for field experience required prior to enrollment.

**Corequisites**

None

**Rationale**

This is a new course in the proposed MAT program. Rationale: Per Board of Regents requirements, candidates in certification degree programs must accumulate 900 hours of contact time with students. This is part of that requirement and will take place as candidates take SEED 7291.

**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 60

**Comments**

TEAC Approval Required

**College Approvals**

Butts, Frank [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Jenks, David [ APPROVED ]  
Chair, Committee on Graduate Studies

N/A  
Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

**Proposed Syllabus****SEED 7291L****INSTRUCTION AND MANAGEMENT LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>

## COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment.

This course consists of the field experience that accompanies SEED 7291.

## CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards [Interstate New Teacher assessment and Support Consortium (INTASC)] also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

## COURSE OBJECTIVES

Students will:

1. participate in a field experience for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2010-2011);  
  
(*Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10*)
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);  
  
(*Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10*)
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10)*

4. follow the directions of the professor of SEED 7291 concerning assignments related to field experiences.

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10).*

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text:** *Teacher education handbook: Policies and procedures.* (2010-2011). Carrollton, GA: College of Education.  
[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

### References:

Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Columbus, OH: McGraw-Hill.

Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Jossey-Bass.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.

Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.

Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, New Jersey: Pearson.

*Teacher education handbook: Policies and procedures.* (2010-2011). Carrollton, GA: College of Education.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments:

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.  
*Objectives , 1, 2, 3*

2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to SEED 7291.  
*Objectives 1- 4*

### **Evaluation Procedures:**

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for SEED 7291 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

### **Grading:**

- S -- Candidate successfully passes the field experience.  
U -- Candidate is unsuccessful in passing the field experience.

- 5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

*There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:*

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

*In such circumstances, the following actions may be taken:*

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in*

*the teacher education program or be removed from the teacher education program.*

3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

**Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.**

### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

## **CLASS OUTLINE**

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in SEED 7291. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

### Helpful Links

[General Instructions](#)

[Guidelines for experience](#)

[Guidelines for Reflections](#)

[Log](#)

[Rating Form for field placement](#)

**Proposed Syllabus****SEED 7291L****INSTRUCTION AND MANAGEMENT LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>



## COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment.

This course consists of the field experience that accompanies SEED 7291.

## CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards [Interstate New Teacher assessment and Support Consortium (INTASC)] also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

## COURSE OBJECTIVES

Students will:

1. participate in a field experience for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2010-2011);  
*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10)*
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);  
*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10)*
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10)*

4. follow the directions of the professor of SEED 7291 concerning assignments related to field experiences.

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10).*

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

**Required Text:** *Teacher education handbook: Policies and procedures.* (2010-2011). Carrollton, GA: College of Education.  
[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

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Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Jossey-Bass.

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Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments:**

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.  
*Objectives , 1, 2, 3*

2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to SEED 7291.

*Objectives 1- 4*

### **Evaluation Procedures:**

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for SEED 7291 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

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S -- Candidate successfully passes the field experience.

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Week 16	Reflection

### Helpful Links

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[Guidelines for experience](#)

[Guidelines for Reflections](#)

[Log](#)

[Rating Form for field placement](#)

### Course Update Request (Add, Delete, Modify)

**Originator**

Special Education and Speech Language  
Department

College of Education  
College

Harris, Jean M.  
Originator

**Action**

Add  Modify  Delete

**Modifications**

Prerequisites  Description  Title  Credit  See Comments

**Course Details**

SPED 6785 Special Topics in Special Educ  
Prefix Number Course Title

**Course Catalog Description**

1.00 to 3.00      1.00 to 3.00      Summer - 2010  
Lec Hrs      Lab Hrs      Credit Hrs      Effective Term      Frequency      Grading

**Prerequisites**

See hard copy catalog for pre-requisites.

**Corequisites**

**Rationale**

Course number changed to SPED 7785.

**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

**Comments**

TEAC Approval Required

**College Approvals**

vonEschenbach, John [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

**Cross Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Jenks, David [ APPROVED ]  
Chair, Committee on Graduate Studies

N/A  
Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

# **Addendum VII**

## **A Clarification of Who Is Eligible Faculty**

*A Proposal Submitted to the Faculty Senate  
by the Rules Committee (Chris Aanstoos, Chair)*

### **Proposal**

The Rules Committee recommends that the Senate clarify the definition of “faculty” to “voting members of the general faculty” for purposes of eligibility to serve on the Senate and for the basis of the representative apportionment of senators. The Committee recommends that this clarification be achieved by adding the words “the voting” immediately prior to the word “members” on the second line of Section 2,A of Article IV of the UWG *Policies and Procedures*, which currently reads: “...The Senate shall be comprised solely of members of the General Faculty...”

### **Rationale**

This clarification is needed because there is an ambiguity introduced by the failure to distinguish between “voting” and “nonvoting” members of the General Faculty in the *Policies and Procedures* manual. That ambiguity leaves unresolved the issue of whether emeritus, visiting and part-time faculty should be eligible to serve in the Senate and/or be included in apportionment counts for the distributive allocation of senators.

In its specification of who is eligible to serve on the Faculty Senate, the UWG *Policies and Procedures* (in Section 2.A.of Article IV) currently defines faculty by referring to the UWG *Statutes* definition: “The Senate shall be comprised solely of members of the General Faculty as defined in Article I, Section 2C of the Statutes.”

This referenced passage of the *Statutes* states:

“1. The General Faculty shall consist of those persons holding the academic rank of lecturer, senior lecturer, instructor, assistant professor, associate professor, or professor duly certified librarians, and research and extension personnel included in the corps of instruction on the basis of comparable training, who are employed on a calendar or academic year basis, together with the President, Vice President for Academic Affairs, the academic and administrative deans, the directors of activities relating to instruction, the Registrar, the Director of Admissions and the Vice President for Business and Finance. Visiting professors, part-time faculty members and those holding emeritus rank shall be nonvoting members of the General Faculty (*Policies*, Board of Regents, Section #302.02).”  
[see End Note 1]

Because both “voting” and “nonvoting” categories are included in the “General Faculty” and because the *Policies and Procedures* manual references this definition without making the distinction in the *Statutes* between voting and nonvoting, it may appear that it includes emeritus, visiting and part-time faculty as being eligible to serve in the Senate.

The Board of Regents’ *Policies Manual*, which is the ultimate authority cited by the *Statutes*, clearly states that those with adjunct appointments “shall not be considered to be members of the faculty.” Furthermore, at UWG, it has been customary for the Senate to consider part-time faculty as ineligible for Senate memberships, nor have their numbers been included in the counts of faculty that have formed the basis for apportionment of senators. This same distinction is also customary at other university Senates in the USG (see End Note 2).



## **End Note 1**

The reference to “Section #302.02” refers to an earlier version of the Board of Regents’ *Policy Manual* - Section 3.2.1.1 is the current version. Note that whereas the current Section #3.2.2 does not define who is faculty, Section #3.2.1.1 does do so. And that, in doing so, it clearly states that: “Persons holding adjunct appointments ... shall not be considered to be members of the faculty.”

From the Board of Regents’ *Policy Manual*:

### **3.2.1 Faculty Membership**

In all institutions, the faculty will consist of the corps of instruction and the administrative officers.

#### **3.2.1.1 Corps of Instruction**

Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty.

#### **3.2.1.2 Administrative Officers**

Faculty status of full-time administrative officers will necessarily vary with the size and complexity of the institution. A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative office (other than president) shall retain his/her academic rank and rights of tenure as an ex officio member of the Corps of Instruction, but shall have no rights of tenure in the administrative office to which he/she has been appointed.

The additional salary, if any, for the administrative position shall be stated in the employment contract and shall not be paid to the faculty member when he/she ceases to hold the administrative position. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership. Administrative officers shall be appointed by the president with the approval of the Board of Regents and shall hold office at the pleasure of the president.

#### **3.2.1.3 Other Faculty Members**

##### **Research and Regional Universities**

In addition to the Corps of Instruction, the faculty will include the president, administrative and academic deans, registrar, librarian, chief fiscal officer, and such other full-time administrative officers as the statutes of the institution may designate as having ex officio faculty status.

Each institution is required to file with the office of the Board of Regents a list of administrative officers that have faculty status (by office, not by name of individual).

##### **State Universities, State Colleges, and Two-Year Colleges**

In addition to the Corps of Instruction, the faculty will consist of the president and the full-time administrative officers, and such other full-time administrative officers as the statutes of the institution may designate as having ex officio status. Each institution is required to file with the office of the Board of Regents a list of administrative officers that have faculty status (by office, not by name of individual) (BoR Minutes, 1951-52, pp. 314-319; 1952-53, pp. 159-160; 1953-54, p. 225).

### **3.2.2 Election of Faculties**

The Board shall elect all faculty members prior to their initial appointments upon the recommendations of the Chancellor and the president of the appropriate institution. The Chancellor is authorized to approve the appointment of part-time faculty members, other than those faculty members who have previously retired from the USG (BoR Minutes 1984-85, p. 76)

### End Note 2

The following material, taken from the Georgia Southern University *Faculty Senate Guide*, is presented here as an example of how this question was resolved at a similar UWG institution.

Who is “Faculty”?

- The Board of Regents defines “faculty” as all full-time personnel holding academic rank. This category includes full-time temporary, permanent non-tenured, tenure-track, and tenured teaching and research personnel (including librarians), as well as administrators (vice presidents, deans, chairs, etc.) who hold academic rank; part-time temporaries and other adjunct personnel are not considered “faculty.”
- That is, what in everyday parlance most people would call “faculty” is defined by the BOR as the “Corps of Instruction.” Therefore, when crafting policies and especially policy language, we need to be careful with our terminology.
- All members of the faculty may vote in Faculty Senate elections. Temporary faculty, however, may not run for or serve on the Senate or its committees because election to such positions could be misinterpreted as a promise of future employment.
- While there is no policy that prohibits administrators who are members of the faculty from serving on the Senate and/or its committees, it has become customary at Georgia Southern for such folks to recuse themselves.

NOTE: This definition of “faculty” is relevant re: the Faculty Senate and its committees, and University Committees. It does not necessarily apply in all circumstances pertaining to individual college, department, or other university sub-unit shared governance situations (for example, faculty recommendations regarding tenure or promotion). However, it is strongly recommended that BOR-defined faculty not be excluded from shared governance situations unless overwhelming arguments can be marshaled to support that exclusion. We want as little class, caste, or in-group dynamic in our faculty as we can achieve.

# **Addendum VIII**

## **An Information Item**

*Submitted to the Faculty Senate  
by the Rules Committee (Chris Aanstoos, Chair)*

### **ON THE CONSULTATIVE ROLE OF THE FACULTY**

#### **Background**

Among the agenda items for the Rules Committee this year has been the question of the consultative role of the faculty in the shared governance of the university, and whether and how that role could be clarified and enhanced. The Committee has extensively studied this process at other universities, held conversations with faculty and administrators at UWG, and deliberated on many alternatives. These conversations and deliberations are ongoing, but at this point in the process the Committee would like to also solicit the counsel of the Senate. To do so, it offers as this Information Item the following questions about parameters under consideration. The Committee would welcome any direction concerning these, or any other parameters that may bear on this issue.

#### **Some Questions about Prospective Parameters**

The Committee would like to receive the counsel of the Senate on the general question of the meaning of consultation by administration with faculty. For example, should this meaning be further specified? And if so, for what parameters and with what specificity?

The Committee is also examining means to enhance faculty participation in shared governance. For example, should Senate leaders also hold places on administrative councils? Should Senate leaders receive support (such as reassigned time or a stipend) for their service?

#### **Timeliness**

The committee would like to receive responses prior to December 10, at which time we hope to develop a final proposal to submit to the Senate for its January meeting. We welcome replies, signed or anonymous, in person, by mail, and by email. Emailed responses can be sent either to the committee as a whole or to any member of the committee. (The committee's membership is specified on its web site which, along with other contact information, is provided below.)

#### **Contact Information**

Rules Committee web site: [http://www.westga.edu/vpaa/index\\_13650.php](http://www.westga.edu/vpaa/index_13650.php)

Rules Committee email address: [FS-RULES@westga.edu](mailto:FS-RULES@westga.edu)

Rules Committee Chair: Chris Aanstoos, Psychology Dept, 678-839-0618, [aanstoos@westga.edu](mailto:aanstoos@westga.edu)

# **Addendum IX**

## **An Information Item**

*Submitted to the Faculty Senate  
by the Rules Committee (Chris Aanstoos, Chair)*

### **ON THE ALLOCATION OF SENATORS**

#### **Background**

Because the reorganization of the College of Arts and Science and the reorganization within the College of Education resulted in structures that no longer conform to the existing rules for the allocation of senators (see *Policies and Procedures*, Article IV, Section 2), the Rules Committee was charged with the task of devising a new set of rules to govern the allocation of senators. After extensive study of Senate structures at other universities, conversations with colleagues across the colleges at UWG, and deliberation within the committee of many alternatives, the Rules Committee has developed a new determination of how senators could be allocated, that we believe will serve the university well. However, given the complexity and importance of this question, the committee would like to first submit its idea to the Senate as an Information Item, for the sake of soliciting the counsel of the members of the Senate. The committee will also be seeking comment from the wider university community as well.

#### **The Prospective Proposal**

The committee solicits evaluations about following proposal.

*Each college, the School of Nursing and the Library shall be allocated the number of senators equal to 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college first elects one senator, and then the remaining senators allocated to that college are elected at-large by the college.*

#### **Timeliness**

The committee would like to receive responses prior to our next committee meeting on November 19, at which time we hope to develop a final proposal to submit to the Senate for its December 3 meeting. We welcome replies in person, by mail, and by email. Emailed responses can be sent either to the committee as a whole or to any member of the committee. (The committee's membership is specified on its web site which, along with other contact information, is provided below.)

#### **Contact Information**

The Rules Committee web site: [http://www.westga.edu/vpaa/index\\_13650.php](http://www.westga.edu/vpaa/index_13650.php)

The Rules Committee email address: [FS-RULES@westga.edu](mailto:FS-RULES@westga.edu)

The Rules Committee Chair: Chris Aanstoos, [aanstoos@westga.edu](mailto:aanstoos@westga.edu), 678-839-0618